

The professional careers adviser workforce

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Institute for Employment Studies

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1 Introduction

1.1 Aims and objectives

The Gatsby Foundation (Gatsby) is a charitable foundation that was set up in 1967. It provides funding, commissions research, and supports interventions across six key areas. One of these key areas is education, with a focus on good career guidance in secondary schools and colleges. Gatsby recognises the need for young people to have high-quality career guidance to make informed decisions about their future, and the importance of good career guidance in achieving social justice. In 2013 Gatsby commissioned Sir John Holman to research actions to improve career guidance in England which led to the development of the Good Career Guidance Benchmarks (Holman, 2014) now adopted as part of the Government's Careers Strategy for schools and colleges (DfE, 2017, DfE 2018a, DfE, 2018b). To support implementation of the benchmarks requires an appropriate infrastructure including a strong workforce of professional careers advisers.

Gatsby sought to understand the size and profile of the careers adviser workforce currently working in English schools and colleges: the number, regional distribution (hot and cold spots), qualification level and demographic characteristics such as gender, age and race. This will help Gatsby in their work to understand how personal careers guidance provision in schools and colleges across England is changing. The Institute for Employment Studies (IES) was commissioned to undertake this work: firstly, to identify and scope the range of publicly available data sources to understand their potential to meet the research aims; and, secondly, to analyse the most suitable sources.

1.2 Background

The last 20 years have seen a number of key changes affecting the provision of careers education, information, advice and guidance in schools in England.

Until 2012 careers support for young people was primarily provided through the Connexions Service, delivered via a network of local Connexions Partnerships. The service itself was formed as a youth support service to improve social mobility and raise aspirations. It was first announced in the government white paper 'Learning to Succeed: A New Framework for Post-16 Learning' in 1999 (DfEE, 1999). It was aimed to be a holistic service available for all young people, but its focus was primarily young people at risk of becoming NEET (not in education, employment, or training). The new service drew in all the activity and budget of the former Careers Service. It was delivered by personal advisers (who, if not already qualified, were

trained through a dedicated Diploma short course at Level 4) who provided one-to-one support and information, advice and guidance. At the time there were concerns raised about the resourcing required, as it was estimated that 15,000 to 20,000 personal advisers would be required but there were only 7,000 careers advisers in the whole of the UK (Smith, 2007).

From 2011, following the disbanding of the Connexions service, local authority-maintained schools in England were given the duty to provide impartial careers guidance to pupils aged 13 to 16 (as enshrined in the Education Act, 2011), and in 2013 this was expanded to cover ages 12 to 18. Many academies and free schools were also subjected to this duty through their funding agreements. Similarly, from 2013, all further education (FE) colleges and sixth form colleges were required to provide access to independent careers guidance. However, there was no specific additional funding for schools and colleges to support this activity. Also, from 2012, the National Careers Service was launched in England with the remit to support those over 13 years old with free and impartial information, advice and guidance on learning, training, and work opportunities. This is provided through a web chat and dedicated telephone service. Further face-to-face support is available for adults – primarily those in designated priority groups.

Further changes to support careers provision in schools, and improve its quality, have been:

- the development of national Careers Strategy in 2017 (DfE, 2017) setting out measures to improve careers guidance,
- publication of statutory guidance for both schools and colleges from the Department for Education, DfE (most recently in 2018) (DfE, 2018a, 2018b), containing the expectation that schools and colleges should work towards achieving all 8 of the Gatsby benchmarks for career guidance, including:
“8. Personal guidance. Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.”
- inclusion of careers provision in Ofsted inspections (from January 2018),
- the creation in 2015 of a new Jobcentre Plus Employment Advisor role to work with schools and sixth form colleges to help young people aged 14 to 17 to find work, and
- the establishment of the Careers & Enterprise Company (CEC) in 2015.

The latter has been instrumental in setting up a network of Careers Hubs to support school and college staff to improve career guidance and provide opportunities to

engage with employers; and in funding training of Careers Leaders in schools and colleges to lead their institutions' careers guidance programmes.

In order to deliver personal guidance, schools and colleges must procure and coordinate the activity of one or more qualified careers advisers. These may be directly employed as school or college staff or employed through an external agency. CEC guidance (CEC, 2017) on the appropriate level of qualification to fulfil Gatsby Benchmark 8 states that careers advisers must hold a career guidance qualification at Level 6 (degree level) or higher. This guidance was developed in collaboration with the Career Development Institute (CDI), the single UK-wide professional body for all those working in the fields of career education, career information, advice and guidance, career coaching, career consultancy and career management.

Each of these policy changes may have had different influences on the workforce of careers advisers – how many are employed, and where. But to date, little research has been conducted using nationally representative data to examine the current makeup of the workforce and how it has been shaped by these changes.

The International Centre for Guidance Studies in 2014 (Langley et al, 2014) before the publication of the 2017 Careers Strategy, indicated that the majority of local authorities – one category of careers adviser employers - had significantly reduced their funding for youth and careers support and the number of staff devoted to youth and careers support (reducing by almost one half from 2009 to 2014).

Research undertaken by the CDI and the International Centre for Guidance Studies in 2018 (Neary and Priestly, 2018) looked to assess the current workforce needs of the sector using a survey of approximately 50 employing organisations providing services to young people, adults, all-age, FE and HE in England. The majority of responders to the survey cited difficulties recruiting careers advisers with Level 6 qualifications, which the report suggests could be indicative of a shortage in the workforce. This research also suggested that short-term contracts, lack of part-time work, lack of CPD and progression, and poor pay all impact on staff retention and act as considerable barriers to recruitment. It also found that employers in some geographical areas, particularly rural areas, had limited access to qualified applicants. However, it is worth noting that the focus on careers adviser employers in this research means it does not capture the experiences of schools and FE colleges in this environment - who may be hiring careers advisers through an external agency or employing them directly. One recommendation of the study was for better monitoring of the careers workforce – its size and diversity – which aligns with the research presented in this report. This report represents the first attempt to use national workforce data to examine the overall state of the professional careers adviser workforce and the changes it has undergone.

1.3 Approach

The scoping phase identified a range of potential national data sources as: The Annual Population Survey/Labour Force Survey, Census of Population, School Workforce Census, Higher Education Statistics Agency (HESA) staff record, Education and Training Foundation (ETF) Staff Individualised Record and CDI membership records. Some, though not all, include the Standard Industrial Classification (SIC) and the Standard Occupational Classification (SOC) to identify those working as career guidance professionals and those working in schools and colleges.

Where possible we have used the 4-digit SOC to identify 'Careers Adviser and Vocational Guidance Specialists' (code 3564). A 4-digit group is known as a Unit Group. This group sits within the Minor Group of 'public services and other associate professionals' (356), which in turn sits within the Sub-Major Group of 'business and public service associate professionals' (35). All of these are within the Major Group of 'associate professional and technical occupations' (3). Overall, the Office for National Statistics (ONS) describes associate professional and technical occupations as occupations whose main tasks require experience and knowledge of principles and practices necessary to assume operational responsibility and to give technical support to professionals and to managers, directors and senior officials. ONS also note that most occupations in this major group will have an associated high-level vocational qualification, often involving a substantial period of full-time training or further study. Some additional task-related training is usually provided through a formal period of induction¹.

Each data source was explored to understand the potential to identify career guidance professionals (careers advisers) and other characteristics and variables of interest, limitations for analysis (such as sample size restrictions, frequency of data collection, accessibility), and potential for trend analysis.

The table below presents an overview of the main strengths and weaknesses of each of the sources scoped.

Table 1.1: Overview of key data sources

Data source	Strengths	Weaknesses
Annual Population Survey (APS)/ Labour Force Survey (LFS)	Most up-to-date source of size of total Careers Adviser workforce	Sample survey and sample sizes of Careers Advisers in individual sectors are too small for robust analysis. General release of APS does not go

¹See: <https://onsdigital.github.io/dp-classification-tools/standard-occupational-classification/data/SingleClass.html?soc=3>

accessed via UK Data Archive		down to occupational level of Careers Advisers (it only gives data for Minor Groups of the SOC), although special release data at the most detailed occupational level provides a larger sample size than the LFS and may allow for more detailed robust analysis.
Census of population, accessed via ONS	Census survey so not subject to sampling thresholds. Most thorough profile of the Careers Adviser workforce	Outdated given significant policy reforms over the last 5 years, last collected in 2011.
School Workforce Census, accessed via DfE	Full return of data on those working in schools	Harder to identify careers advisers than in other sources. Only includes those directly employed by the school (not those employed by external agencies). No data from colleges.
Higher Education Statistics Agency (HESA) staff record, accessed via HESA	Full return of data on those working in higher education	Only includes those working in HE. Occupation is at 3-digit occupational level so careers advisers (SOC 3564) cannot be accurately identified.
Staff Individualised Record, accessed via ETF	Access to rarely used data across several years	Not full coverage of FE population (mainly colleges), independent providers not well covered. Will be discontinued, 2018/19 is the final year of data collection. Only includes those in support roles employed by the institution, not via external agencies.
CDI membership	Professional body membership, will cover active and inactive members	Access limited to CDI members. No legal requirement for professional practitioners to be registered or be a member (not a chartered body) so not full coverage. Data captured from members is voluntary so large volume of missing data.

Key data sources

The scoping phase recommended analysis of the School Workforce Census (SWC) and the Staff Individualised Record (SIR) as both data sources have annual data collections allowing for trend analysis and identify careers advisers as occupational categories within their data. The SWC has information on all staff working in schools and is thus a key source of information for understanding who gives careers advice in these settings – either as their main or subsidiary role. The SIR has information on the FE and skills workforce in England and so provides an estimate for those working as careers advisers in the sector. However, both have their limitations. The SWC could underestimate the number of careers advisers in schools as: it only includes current careers advisers employed in the school directly (rather than those employed by external bodies/agencies) and only collects data on three roles per individual (careers adviser may be their fourth role for example). SIR also has limitations as historically it has not had complete coverage of institutions in the sector and similarly excludes those in support roles that are not directly employed.

- An application to access the SWC data for 2015/16 to 2018/19 was made to the DfE (through the ONS Secure Research Service) in April 2020. The application set out datasets, fields and years of data required. Unfortunately, the COVID-19 pandemic meant priorities within the Department changed and applications were not able to be processed. As an alternative, the team submitted a Freedom of Information request in September 2020 to gain aggregate figures rather than the raw data for analysis. The response was provided in October.
- Access to SIR for 2015/16 to 2018/19 was negotiated with ETF (the data controller), with data provided in August 2020.

The scoping phase also recommended analysis of the Annual Population Survey and the Census of Population to provide additional data. The Annual Population Survey (APS) was recommended to provide recent data trends in the careers adviser workforce as a whole and some breakdowns by characteristics, and the Census of Population was recommended to give a more detailed although outdated profile of the careers adviser workforce.

- Further investigation of the APS discovered that the 4-digit standard occupational unit group classification required to identify careers advisers is only available in the Secure Access APS dataset requiring a special licence to access. A special licence request was submitted but at that time it was advised that such requests were restricted to those related to COVID-19 research. It was therefore decided to use the Labour Force Survey data and to aggregate quarterly datasets together to boost the sample size. Quarterly datasets from 2011 onwards (38 datasets) were aggregated, and data on personal and employment characteristics of the workforce was presented for three time periods, each spanning three years. Had the research team been able to access the special

licence APS data, it might have been possible to provide estimates of the size of the careers adviser workforce in secondary/technical education, but it would not have been possible to provide robust estimates of breakdowns by personal/employment characteristics without combining datasets together.

- A request was submitted to ONS in July 2020 for six bespoke tables to be produced from the Census of Population for 2011.

Other data sources considered

The scoping phase found that occupational data in the HESA staff record (providing details of each contract) is coded using SOC but is only coded at the minor group (3-digit) level. This means that careers advisers cannot accurately be identified. HESA staff data has universal coverage as the characteristics of all those working in HE must be provided by HE institutions in their returns but as careers advisers cannot be separated from other public services and other associated professionals this data source was not considered appropriate for further analysis.

The scoping phase also investigated data collected by the CDI and found it was incomplete. The CDI joins together several founding bodies to be the single voice for the profession and is the awarding body for the Level 7 Qualification in Career Guidance/Development. The QCG/D is offered at 7 universities across England and Scotland and the numbers completing the qualification (qualifying each year) peaked in 2015 at 138. In recent years, the numbers qualifying have fluctuated slightly: 128 in 2017, 130 in 2018, and 105 in 2019.

From 2013 onwards, at the request of the government, the CDI maintains a register of career development professionals including those who are currently practising as a career development professional, recently qualified or seeking employment in the sector. Eligibility is also restricted to those who are qualified in career development to at least Level 6, abide by the CDI Code of Ethics, and undertake at least 25 hours of CPD each year. The CDI is not currently a regulatory body or chartered body and so there is no requirement for individuals to be registered with them or to be members, so registration is currently voluntary and involves a small fee. As of October 2020, there were over 1,600 people on the register², but the CDI has almost 5,000 members (including active and inactive members). The register and membership are likely to under-represent the true volume of careers professionals. In terms of exploring diversity of the workforce, CDI members complete a form when they join which aims to capture a range of data for monitoring purposes. However, until recently, completion of all fields was not compulsory which means diversity analysis is not currently possible due to data gaps. The CDI membership data was therefore not considered appropriate for further analysis.

² <https://www.thecdi.net/Professional-Register->, accessed 30 October 2020

1.4 Report structure

This report brings together the findings from both the scoping and analysis work undertaken, and sheds light on the paucity of data on professional careers advisers in national data. Each data source is explored and analysed in turn to provide insights into the careers adviser workforce. The final chapter brings together the evidence to provide an overview of the size and nature of the careers adviser workforce and provides suggestions for improvements in data collection moving forwards.

2 School Workforce Census

The Schools Workforce Census (SWC) data is collected annually from educational establishments in England: nursery, primary, middle, secondary and special schools, sixth form centres and collaborative sixth forms, City Technology Colleges (CTCs), University Technical Colleges, academies, free schools/studio schools, pupil referral units, Multi-Academy Trusts (MATs) and at Children's Services/local authorities (LAs)³. It covers school employed staff in position on the Census date (in 2019 this was 7th November and includes those absent on the day), but also captures historic data such as absences across the school year (1st September to 31st August). It covers those in 'regular service' (completed/expected to complete 28 days or more employment) and includes: full and part-time teachers (directly employed, local authority workers, and agency workers), trainees (on School Direct salaried programmes but NOT those on PGCE/SCITT programmes), teaching assistants, non-teaching school leaders, and other support staff (e.g. librarians, technicians, catering staff) employed by schools (including SENCOs, headteachers and/or executive headteachers).

Careers advisers are identified through a role variable, but additionally staff with an input into careers education are also identified. The Standard Occupational Classification is not used in this dataset.

A Freedom of Information (FOI) request submitted to DfE in November 2019⁴, found the number of careers advisers⁵ working in schools in England in the 2018 SWC was 290, with a further 18 careers advisers recorded as being centrally employed⁶ by local authorities and deployed in schools. **Critically, these SWC figures are likely to be an underestimate as those professional careers advisers who are not permanent employees and/or who are employed by external bodies including Multi-Academy Trusts (MATs) and deployed in schools are not captured.** Indeed, CEC insights from 2020 indicate that around one third of schools and colleges in its Enterprise Adviser Network or network of Careers Hubs employ an internal careers adviser, with colleges nearly twice as likely as schools to have a careers adviser on their internal staff team. CEC's aggregated Gatsby Benchmark

³ Local authorities must provide data for both school employed and centrally employed members of the school workforce.

⁴ https://www.whatdotheyknow.com/request/school_name_and_email_address_of#incoming-1481273

⁵ Role variable=CADV

⁶ Centrally employed staff are those employed by the local authority and include the following types of employee: peripatetic teachers; home tutors; and teachers who are employed by education authorities to provide education in institutions other than schools (e.g. hospitals, home tuition, assessment centres and pupil referral units). From School Workforce in England: methodology, 25 June 2020

reporting data from over 3,300 schools and colleges in 2019 showed that 57% of schools and colleges are fully meeting their requirements regarding personal guidance.

The data produced in response to the FOI also captured the institutional characteristics of this small group:

- Directly employed careers advisers were found in only 103 local authority districts (LADs) out of a total of 314.
- The vast majority of careers advisers recorded were based in academies (78%), with the remainder largely based in local authority maintained schools.
- Nine in ten recorded careers advisers in the SWC worked in Secondary education.

Table 2.1: Careers advisers by type of institution

School type	Frequency	Per cent
Academies	227	78.3
Free Schools	6	2.1
LA maintained schools	51	17.6
Special schools	6	2.1
TOTAL	290	100.0

Source: DfE, FOI and School workforce census 2018

Table 2.2: Careers advisers by school phase

School phase	Frequency	Per cent
All through	10	3.4
Primary	3	1.0
Secondary	263	90.7
Special and alternative provision	14	4.8
TOTAL	290	100.0

Source: DfE, FOI and School workforce census 2018

In addition, the FOI response indicated there were 3,749 members of staff in 2018 in England providing at least one hour of teaching on Careers Education⁷. It is

⁷ (code=CAR) or Key Skills (code=KSK) (KS4 only), <https://www.gov.uk/government/statistics/school-workforce-in-england-november-2018> (Table 11)

expected that some (if not all) of the 290 careers advisers are within the 3,749 members of staff providing careers education or key skills.

2.1 New analysis

It was hoped to be able to access the SWC data to undertake further analysis and to see how best to identify those working in relevant roles and what further breakdowns were achievable, but this was not possible due to the extraordinary pressures on DfE resulting from the COVID-19 pandemic. Instead, a FOI request was submitted to DfE by the research team in September 2020. This aimed to gather further insights from the SWC for staff with a direct careers advisory role and for staff providing at least some careers input; and to look at a range of years, and how the characteristics of these staff have changed over time.

Information on the careers adviser workforce in secondary schools from the SWC was provided in October 2020 as a series of tables in response to the FOI. Tables were provided for the years 2011 to 2019 on careers advisers in schools, broken down by age, ethnicity, region, and type of school, with data on gender presented separately. Both headcount and full-time equivalent (FTE) data were provided.

The information supplied was based on the raw data as supplied by schools. The data supplied has not been weighted/grossed **so do not provide a fully representative, national picture of secondary schools**. It is not a breakdown of published data and the totals which can be calculated from this data will not match to the published figures. However, this is the most detailed data we were able to obtain for this analysis of the careers adviser workforce in schools in England.

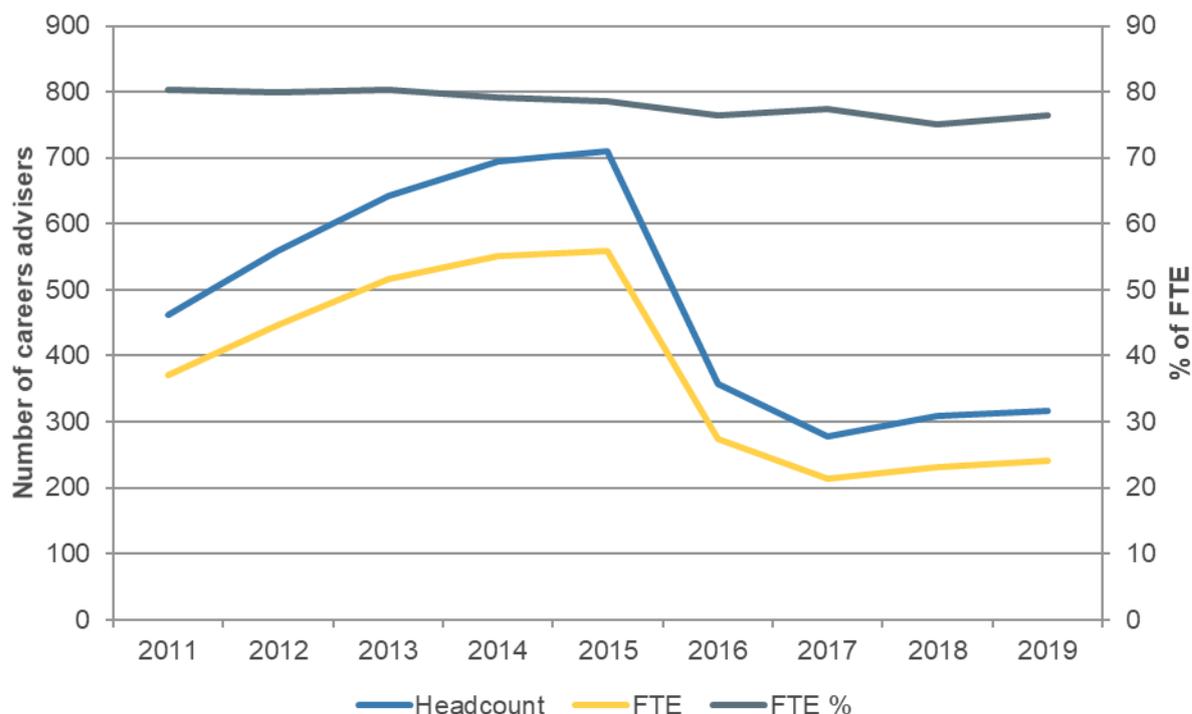
2.1.1 School sector's careers adviser workforce

It should be noted that information on the role(s) of a staff member is employed to carry out is collected for all staff who have a contract lasting 28 days or more. DfE does not collect information on staff recorded as being centrally employed by MATs and deployed in schools. There may be other staff in schools who fulfil the role of careers adviser but have not been recorded as such; they may have a contract of 28 days or less, schools may record up to 3 roles per member of staff and the school may have allocated them mainly to other roles. A school may also bring in services from outside agencies, or the local authority, to meet their needs.

Given the above caveat, the number of careers advisers in schools captured via the SWC is shown in Figure 2.1. This shows that the number was increasing in the early part of the 2010s, from 460 in 2011 to 710 in 2015, and then halved to 360 in 2016. Since then, numbers have been broadly stable at around 300.

The average hours worked, expressed as a percentage of full-time equivalent, have been falling steadily over time, from 80% in 2011-2013, to just over three quarters in 2019.

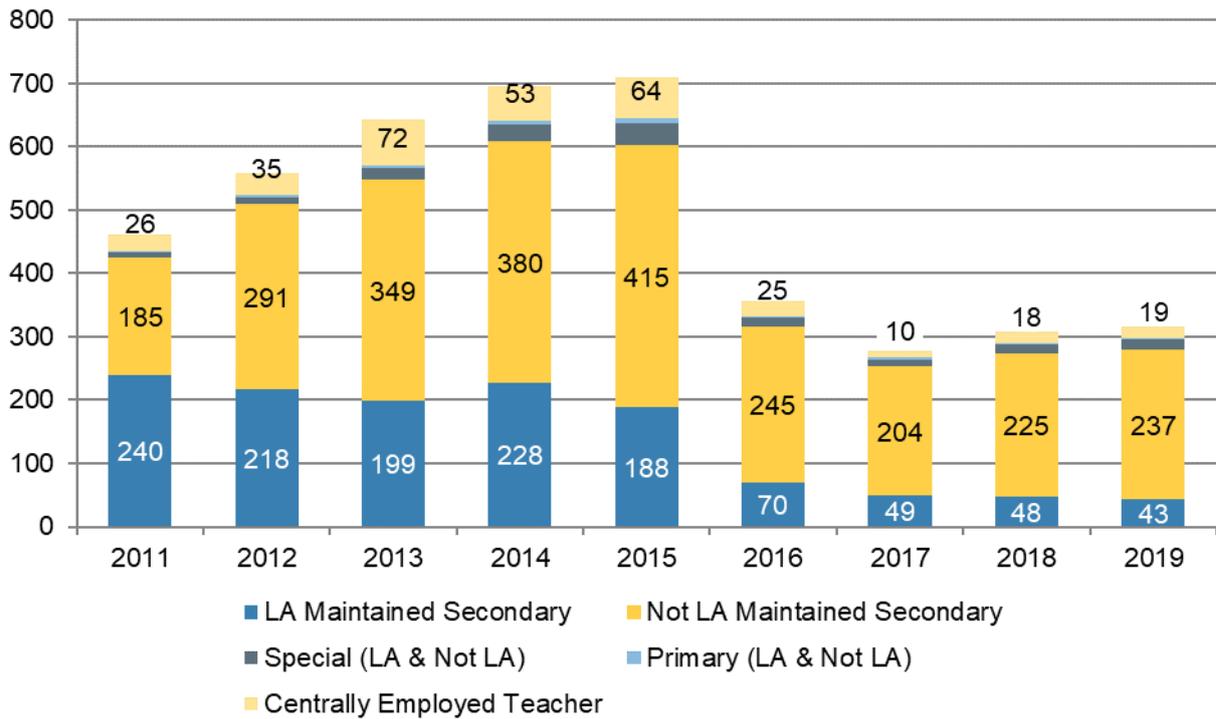
Figure 2.1: Number of careers advisers in School Workforce Census over time, England



Source: Department for Education Freedom of Information request (Oct 2020), School Workforce Census.

Figure 2.2 shows the number of careers advisers by type of school. In the first part of the decade, the number of careers advisers in non-LA maintained schools increased rapidly while there was a downward trend in the number of advisers in LA maintained schools, which may have been due to continued academisation. The decrease in numbers between 2015 and 2016 was more marked among advisers in LA maintained schools, at 63% compared with 41% among non-LA maintained schools.

Figure 2.2: Number of careers advisers by school type over time, England



Note: Centrally employed teacher category refers to staff employed by the local authority
Source: Department for Education Freedom of Information request (Oct 2020), School Workforce Census.

Personal characteristics

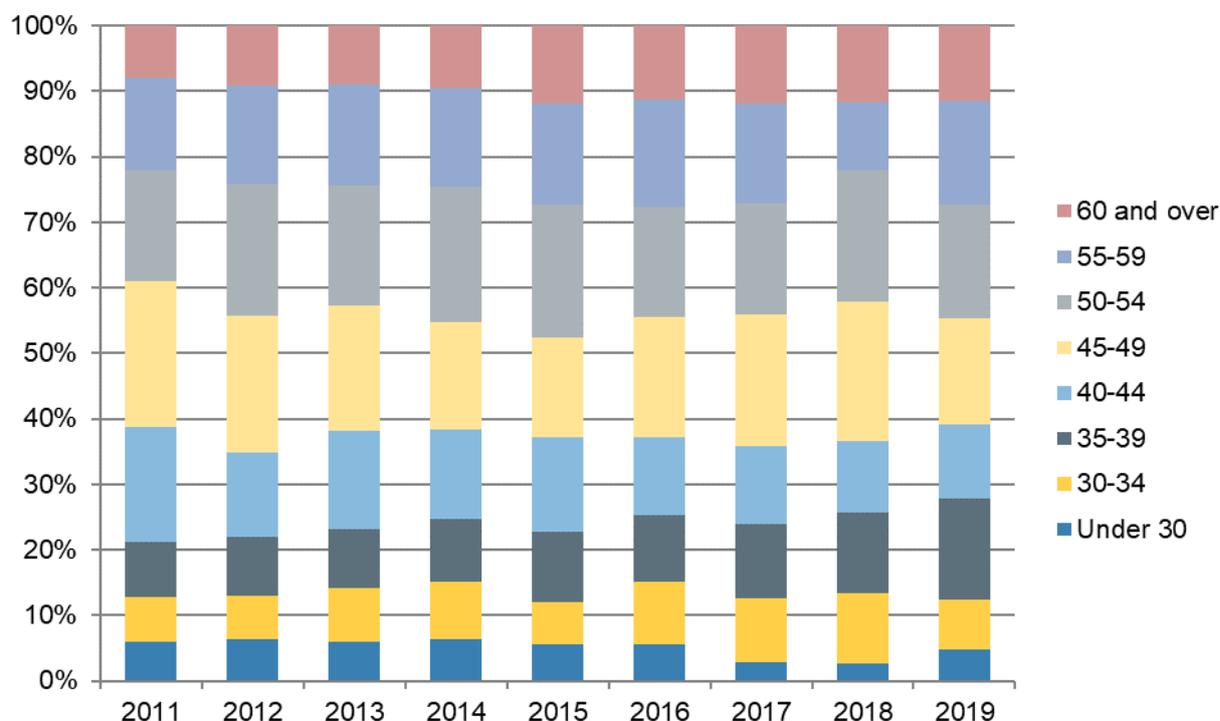
Gender

On average, between 2011 and 2019, 87% of careers advisers in schools were female. The proportion varied from a low of 85% between 2012 and 2014 to a high of 90% in 2017; in 2018 and 2019 the figure was 87%.

Women had slightly shorter working hours on average than men, and their working hours have become shorter over time. In 2011, the average FTE of women was 79%, compared with 86% for men, while in 2019 the average FTE of women had fallen to 75%.

Age

The average (mean) age of careers advisers in schools is 47, and this has remained very stable over time. However, the age profile has changed somewhat, with a higher proportion of under 40s, and of over 50s, in 2019 compared with 2011, and the number of workers in their 40s falling from 40% in 2011 to 27% in 2019.

Figure 2.3: Age distribution of careers advisers over time, England (per cent)

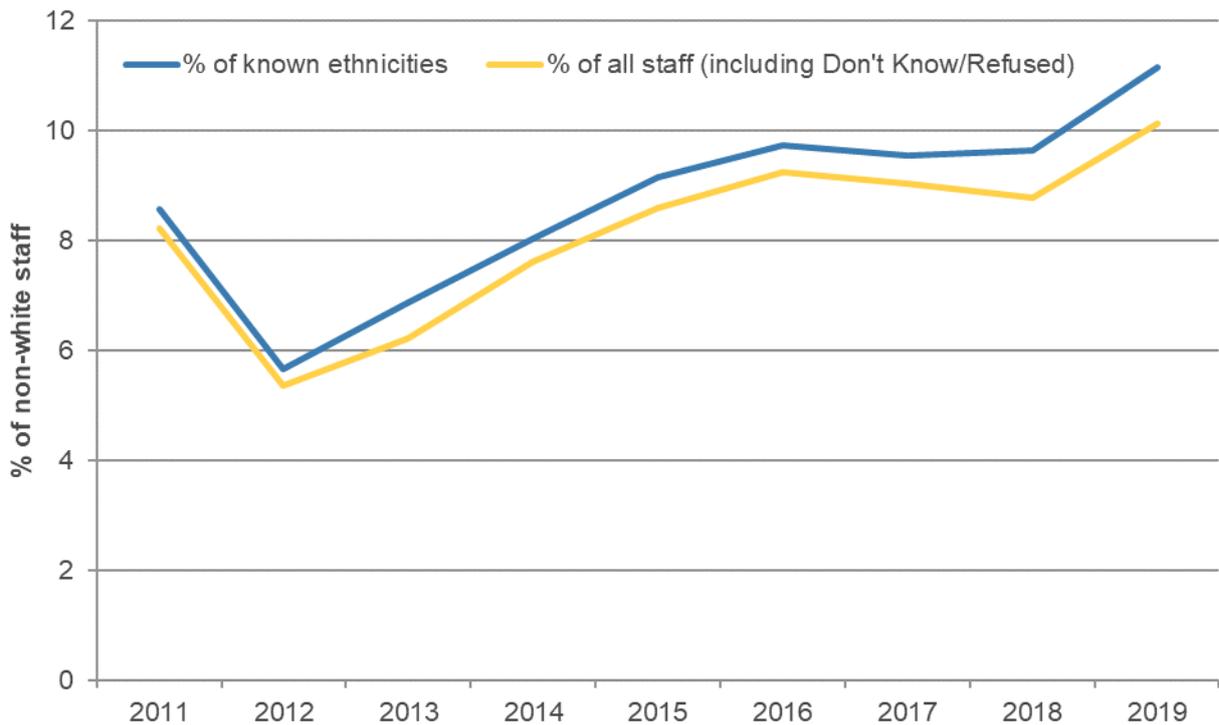
Source: Department for Education Freedom of Information request (Oct 2020), School Workforce Census.

There was some variation in average age by type of school. Considering data across all years from 2011 to 2019, careers advisers in secondary schools were oldest on average – 47 years for those in LA maintained schools and non-LA maintained schools – while centrally employed staff (employed by the local authority) were 45 on average.

Ethnicity

In 2019, around one in ten careers advisers in schools were from Black, Asian and Minority Ethnic (BAME) backgrounds – 10% of all staff, and 11% of all those who gave information about their ethnic background. The proportion dipped significantly between 2011 and 2012, from 9% to 6% of those who gave their ethnicity but has increased steadily since then.

Figure 2.4: Proportion of BAME careers advisers over time, England (per cent)



Source: Department for Education Freedom of Information request (Oct 2020), School Workforce Census.

One in three advisers working as centrally employed advisers were from BAME backgrounds compared with 8% of advisers in LA maintained secondary schools, and 6% of those in non-LA maintained secondary schools (data across all years, 2011 to 2019).

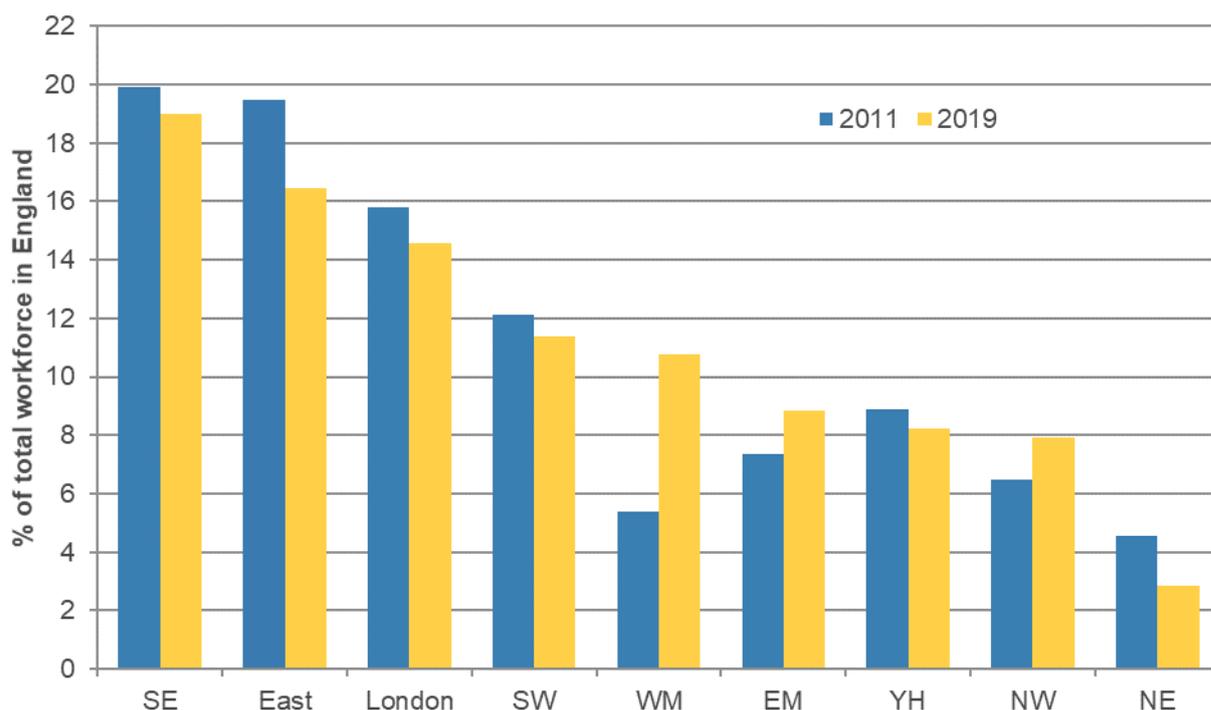
White careers advisers were older on average than those from other backgrounds, using data across all years. The average age of white advisers was 47 years, compared with an average of 43 years for all those from BAME backgrounds. Among those from BAME backgrounds, those from Black backgrounds were the oldest (46 years on average), while those from Asian backgrounds were 39 years on average, those of Mixed ethnicities were 41 years on average, and those from other non-white backgrounds were 43 years on average.

Region

Figure 2.5 shows the regional breakdown of careers advisers in 2011 and 2019. The proportion in the West Midlands doubled, from 5% in 2011 to 11% in 2019, and there were also increases in the proportions in the East Midlands and the North West. The largest decreases were in the East of England and the North East. Table 2.3 presents the data for all years.

Similarly, exploring the percentage change in the school careers adviser workforce by region between 2011 and 2019 finds only the West Midlands saw an increase (36% increase), whereas the North East experienced the largest fall in careers advisers (57% decrease).

Figure 2.5: Regional breakdown of careers advisers over time (2011 and 2019), England (per cent).



Source: Department for Education Freedom of Information request (Oct 2020), School Workforce Census.

There was an indication that some regions had a greater proportion of centrally employed careers advisers (e.g. working for the local authority across a number of schools), including the North East and Outer London where the make-up of this group accounted for 43% and 21% of all careers advisers respectively. In Inner London, just over half (51%) of all careers advisers worked in LA maintained schools, while in the East Midlands nearly three quarters (73%) worked in Non LA maintained schools. This is likely to reflect the difference in the profile of school type in these regions.

Table 2.3: Regional breakdown of careers advisers over time, England (row per cent)

	EM	East	London	NE	NW	SE	SW	WM	YH
2011	7.4	19.5	15.8	4.5	6.5	19.9	12.1	5.4	8.9
2012	6.1	12.7	16.1	7.9	7.2	20.0	12.3	7.0	10.7
2013	7.2	13.4	14.6	6.2	8.9	19.9	11.7	8.7	9.5
2014	8.1	13.7	14.0	6.3	7.2	18.4	13.8	9.4	9.2
2015	8.2	12.1	13.2	5.6	8.0	19.0	13.0	11.1	9.7
2016	7.6	11.2	16.2	3.1	7.8	20.7	14.0	10.9	8.4
2017	7.2	12.3	15.5	3.6	6.5	20.6	14.1	11.6	8.7
2018	7.8	15.9	13.0	2.3	6.8	21.1	12.0	11.7	9.4
2019	8.9	16.5	14.6	2.8	7.9	19.0	11.4	10.8	8.2

Source: Department for Education Freedom of Information request (Oct 2020), School Workforce Census.

Around one in three careers advisers in London were from Black, Asian and Minority Ethnic (BAME) backgrounds (35% in Inner London and 29% in Outer London), while less than 1% of advisers in the South West, and 2% of those in the North East, were from BAME backgrounds.

2.1.2 Curriculum teaching on Careers Education

Using published statistics and data on the school workforce in England, it is possible to extract the weighted population estimates for: the numbers of teaching staff teaching careers education and key skills at secondary level; and the number of hours of careers education and key skills taught by teachers. This shows that the numbers of teaching staff delivering careers education in recent years saw a dip in 2016 and 2017 before recovering, and in 2019 (the most recent year of data) the highest number was recorded at over 4,000. In 2019, approximately 2% of all secondary teachers (N=220,553) spent some time teaching careers education and key skills. The number of hours spent on careers education and key skills in secondary schools also saw a dip in 2017 but has increased to the highest level to date in 2019.

Table 2.4: Teachers teaching careers education and key skills in secondary schools, England (number)

	N	hours
2016	3,867	7,114
2017	3,638	6,460
2018	3,749	6,717
2019	4,028	7,168

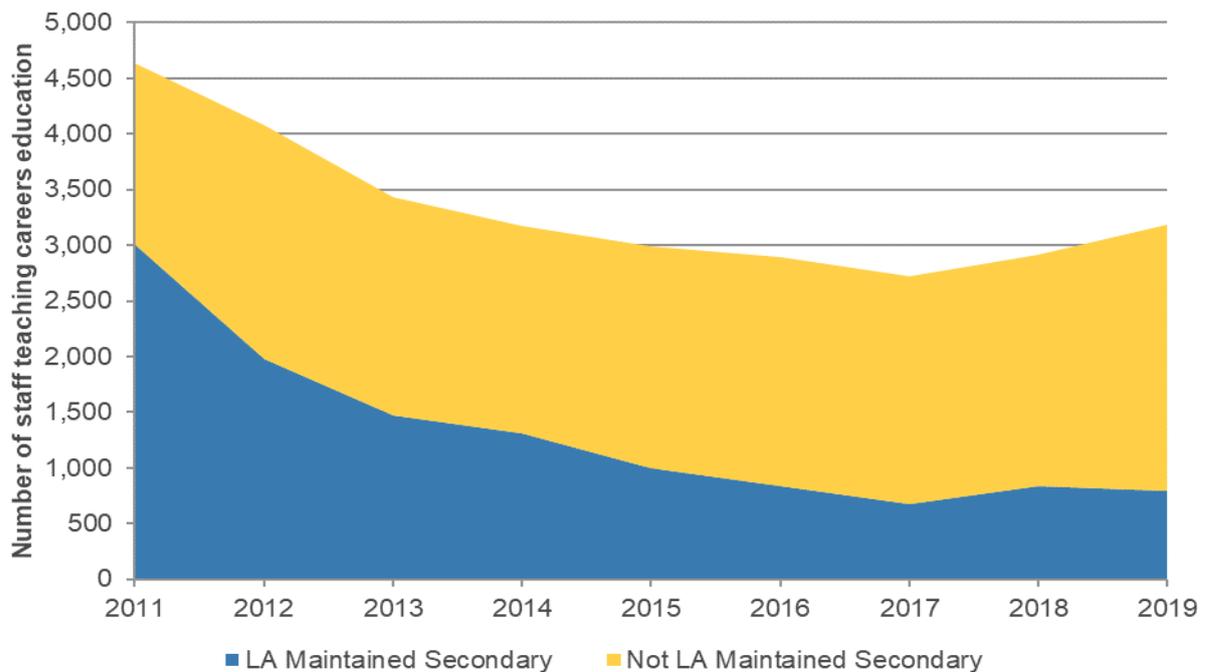
Source: School workforce in England 2019, subjects taught by teachers in secondary schools, Department for Education; weighted published data

More detailed data were provided via the FOI request on the number of staff providing at least one hour of teaching on careers education. It should be noted that information on subjects and numbers of hours taught in that subject by teachers is collected from a large sample of secondary schools, typically around 85% of all secondary schools return information on subjects taught by teachers. It is then grossed to provide the published national totals. The data provided in response to the FOI are unweighted and so have not been grossed up to give a national picture, thus will underestimate the true number of teaching staff in secondary schools in England teaching careers education.

The data show that the number of staff in schools providing some careers education teaching is substantially higher than the number in a careers adviser role.

Figure 2.6 shows that the total number of these staff fell from 4,600 in 2011 to 2,700 in 2017, before picking up somewhat to reach 3,200 in 2019. There have been markedly different trends by type of school, with the number of staff with some careers education input in LA maintained schools falling by nearly three quarters (73%) and the number of staff in non-LA maintained schools rising by nearly half (46%); in 2011, staff in LA maintained schools accounted for nearly two thirds of the total staff with careers education input (65%), but by 2019 this had fallen to a quarter (25%).

Figure 2.6: Staff teaching careers education by school type over time, England (number)



Source: Department for Education Freedom of Information request (Oct 2020), School Workforce Census.

3 Staff individualised record analysis

The Education and Training Foundation (ETF) has responsibility for annual collection and analysis of the further education (FE) and skills workforce data in England via the Staff Individualised Record (SIR). SIR covers all staff working in publicly funded FE provision including FE colleges, Sixth Form and Specialist Colleges, local authorities, independent training providers and third sector organisations. Providers are asked to submit records for all staff employed on a contract for at least 15 hours during the teaching year⁸. Those providing teaching or who have promoted learning during the teaching year are also included if they are self-employed, supplied by an agency or employed on a voluntary basis. However, the record does not include self-employed, agency or voluntary staff who provide solely administration or support duties.

Careers Advisers are identified through a role variable, but the Standard Occupational Classification is not used in this dataset. In published data the group identified as Careers Advisers are aggregated with Student/Learning Services Officers and reported as Learner Facing Technical Staff. They are categorised as support staff (rather than teaching staff).

The 2018/19 summary includes over 90,000 records from across 193 providers.

Access to SIR was negotiated with ETF (the data controller) for the 2015/16 academic year (SIR 24) through to the 2018/19 academic year (SIR 27). As these datasets are rarely utilised, they provide novel research insights into the careers adviser workforce working in FE, a group that could act as an additional source of skilled individuals for schools. However, the representativeness of SIR has been questioned by DfE as only 17% of all providers responded in 2016/17⁹. The ETF advised that the majority of FE colleges are represented in the dataset and many of the non-responding providers are smaller institutions (in terms of staff and student numbers) some of which are less likely to have directly employed careers provision (such as independent training providers). These smaller institutions are likely to have a minimal impact on the viability of the results from the SIR. ETF also advised that data collection has vastly improved over time, and SIR 27 gives a more comprehensive if not complete measurement of the FE workforce. Despite this there are some individuals for whom there is incomplete information.

SIR 27 (2018/19) was the last year in which data was collected by ETF on the FE workforce. The government will introduce a single DfE-led data collection of the FE

⁸ <https://www.sirdatainsights.org.uk/docs/ETF-SIR27-Data-Specification-v1.0.pdf>

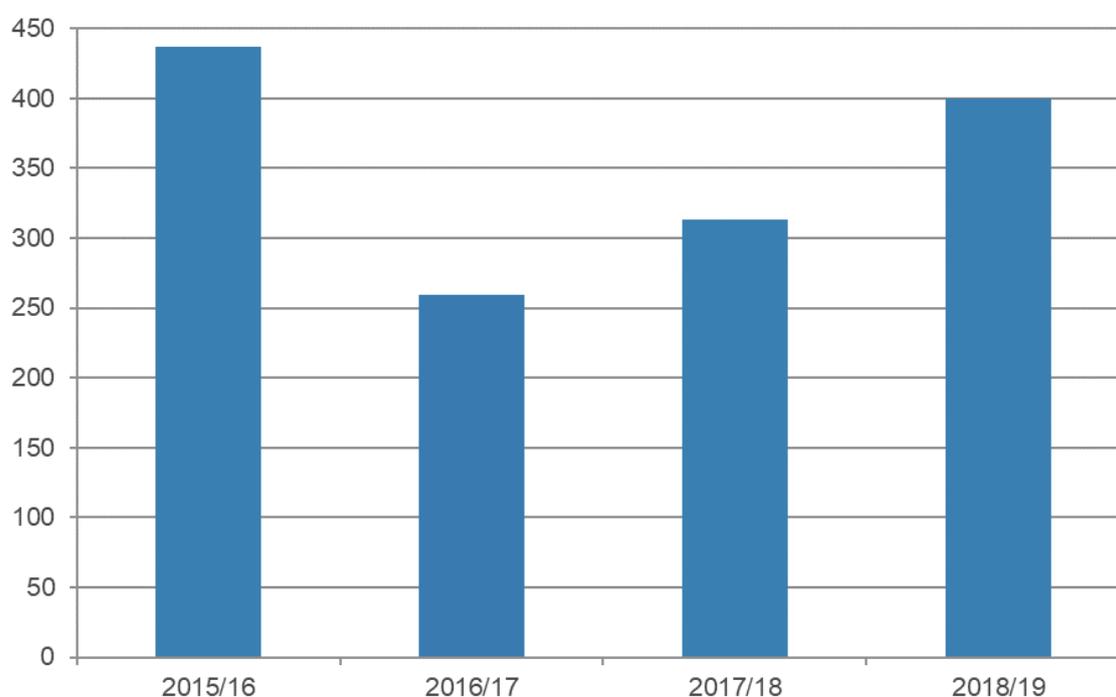
⁹

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/786680/FE_Workforce_Data_Collection_Consultation__2_.pdf

workforce which aims to be fully operational by December 2020. This will be similar to the School Workforce Census¹⁰.

This dataset shares a similar weakness with the SWC in providing insights into the size and characteristics of the careers adviser workforce, in that it only captures careers advisers who are directly employed members of staff and not those working for external careers agencies and deployed in FE. SIR data shows that the number of careers advisers working in FE in England over the past four academic years has ranged between 259 (2016/17) and 437 (2015/16) based on SIR returns (see Figure 3.1). For the most recent academic year (2018/19) the number of careers advisers reported in the data was 400.

Figure 3.1: Careers advisers in Further Education



Source: Education & Training Foundation Staff Individualised Record (SIR 24- SIR 27)

3.1.1 Personal characteristics

Using the most recent data (SIR 27, for academic year 2018/19) where the quality is significantly better than found for other years, we can explore the personal

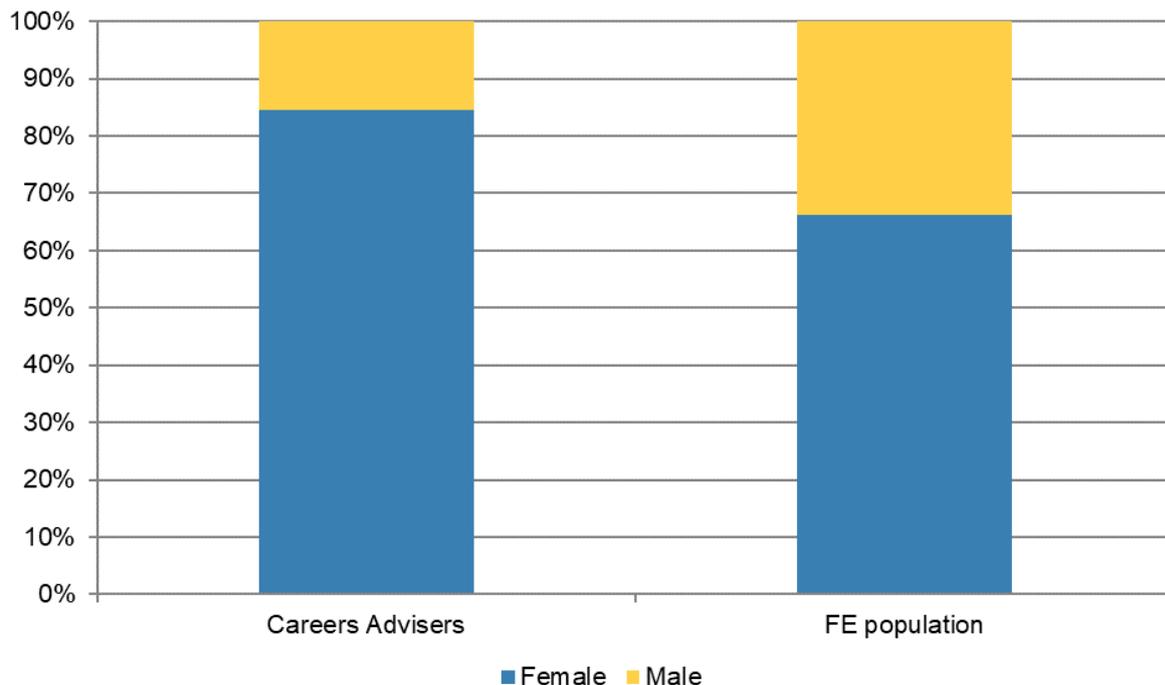
¹⁰

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/862434/FE_workforce_data_consultation_response.pdf

characteristics of FE careers advisers and make comparisons with the FE staff population as a whole.

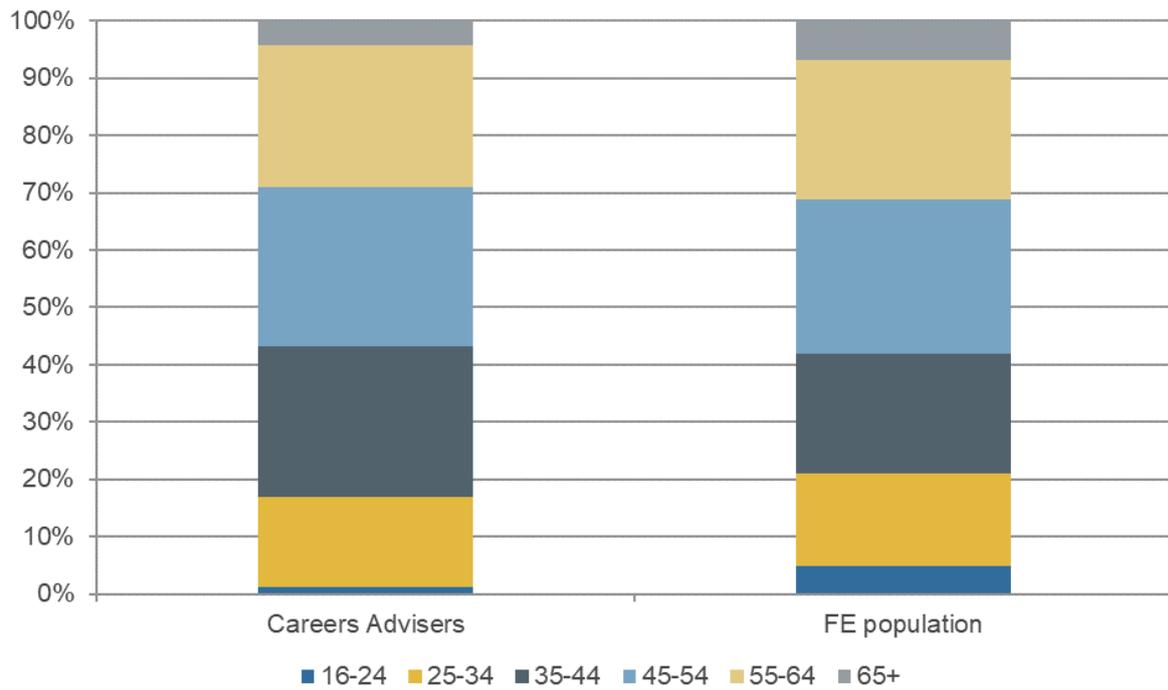
- Careers advisers are more likely to be female: 85% were female and 15% male. This compares to the entire population where women make up only two thirds of the FE workforce.
- The average (mean) age of careers advisers is 46 years old. This is the same as found for the FE staff population in England as a whole. Careers advisers however have a slightly older profile. The vast majority of careers advisers (79%) are between the ages of 35-64, reflecting the careers knowledge needed within this role. The comparative figure for the total FE staff population is 72%. Whereas 17% of careers advisers are under the age of 34 compared to 21% of the total FE staff population.
- The vast majority of careers advisers are from a white background, around nine in ten (90%). Those with an Asian/Asian British background make up 4%, and those with a Black/African/Caribbean/ Black British background make up 4% of the total careers adviser population. This largely aligns with the overall FE workforce where again 89% are from a white background.
- One in twenty (5%) of the careers adviser population in FE define themselves as having a disability, approximately nine in ten declare themselves as not having a disability with the remainder unknown or preferring not to say. This largely mirrors the overall FE workforce.

Figure 3.2: Gender breakdown of careers advisers and total staff population in FE



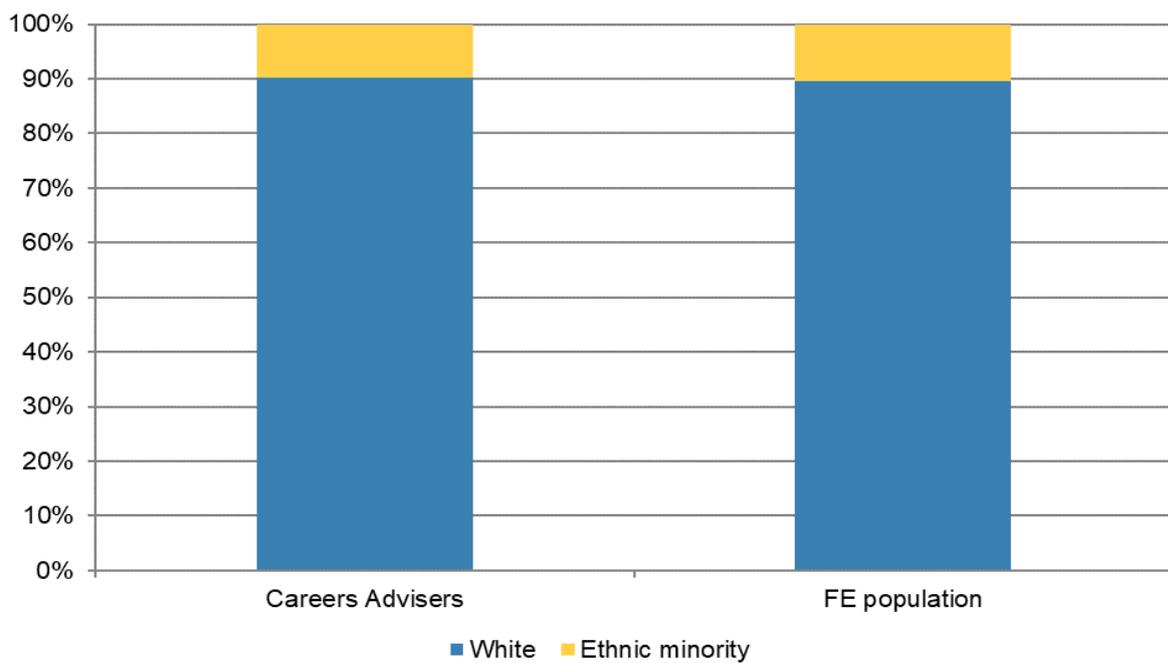
Source: Education & Training Foundation Staff Individualised Record (SIR 27)

Figure 3.3: Age breakdown of careers advisers and total staff population in FE



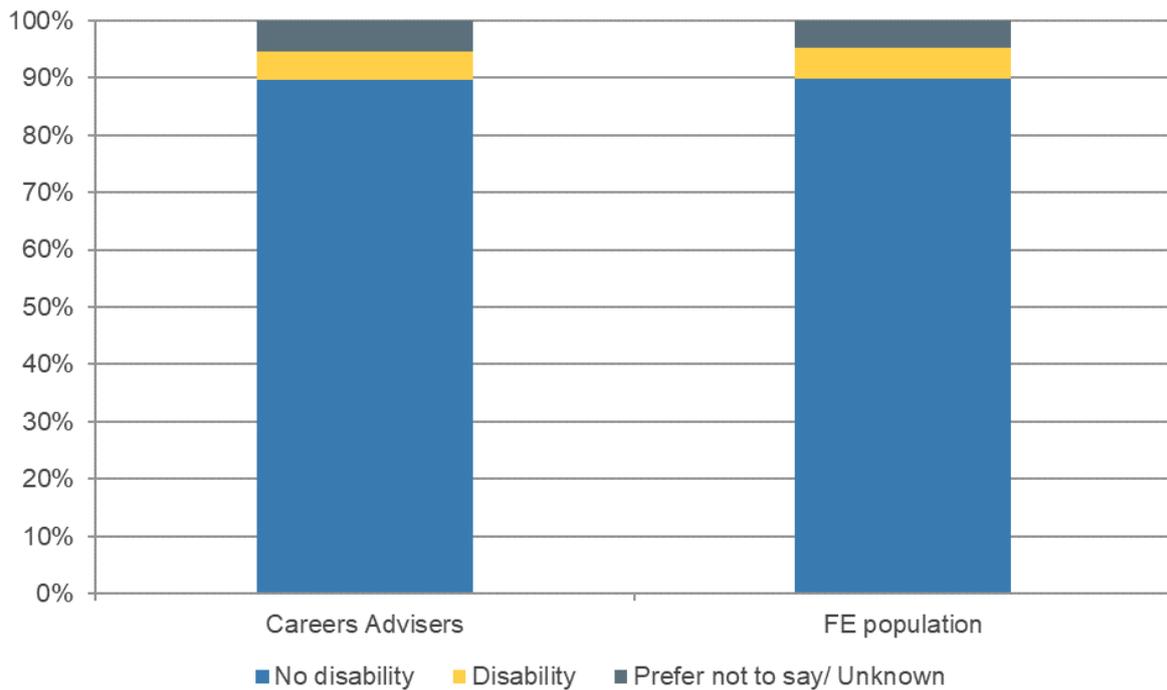
Source: Education & Training Foundation Staff Individualised Record (SIR 27)

Figure 3.4: BAME breakdown of careers advisers and total staff population in FE



Source: Education & Training Foundation Staff Individualised Record (SIR 27)

Figure 3.5: Disability breakdown of careers advisers and total staff population in FE



Source: Education & Training Foundation Staff Individualised Record (SIR 27)

3.1.2 Employment characteristics

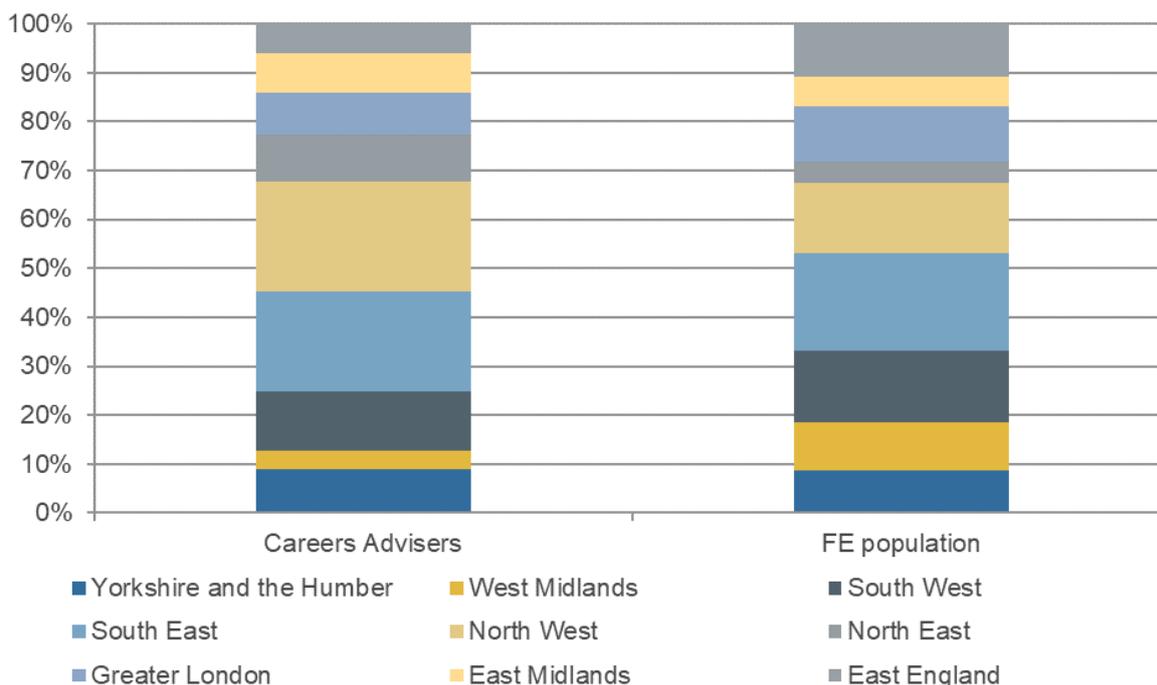
Further analysis of SIR 27, explores characteristics of employment for the academic year 2018/19:

- Based on SIR returns the largest number of careers advisers in FE were recorded in the North West and the South East (23% and 20% respectively). The North West and North East regions appear to be over-represented when compared to the geographical distribution of the FE workforce (although this may be an artifact of the institutional response profiles in SIR). Whereas the East Midlands, Greater London, South West, and particularly the East of England and West Midlands appear to be under-represented.
- Careers advisers were most likely to be on a permanent contract and significantly more likely to be so than others within the FE workforce. 91% of careers advisers were on a permanent contract and a further 8% were on a fixed term contract during 2018/19. In comparison across the entire FE workforce in England: 76% were on permanent contracts, 9% on fixed term contracts, 10% were working as casual staff, and 4% on zero hours contracts.
- Careers advisers tended to have a slightly longer tenure in their current post than the rest of the FE population. Among careers adviser the average (mean) duration in current role was 7.4 years compared to 6.7 years across the rest of the FE workforce. Just over half of careers advisers have been in their current

role for up to five years, one in five for 6-10 years, and one quarter for between 11-20 years.

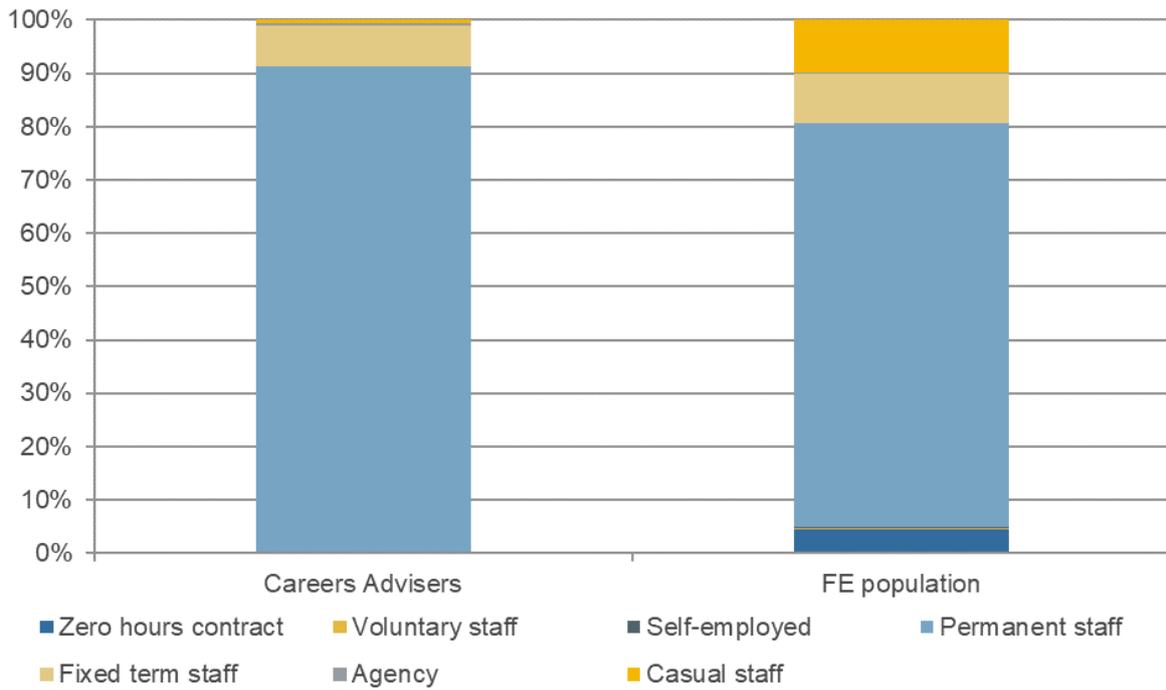
- Critically salaries among careers advisers were on average lower than found for the general FE staff population. Selecting those who work full time and removing extreme values shows that the average salary for careers adviser is £23,156 compared to £28,207 among all full-time workers in FE (more than 20% higher than found for careers advisers).

Figure 3.6: Regional breakdown of careers advisers and total staff population in FE



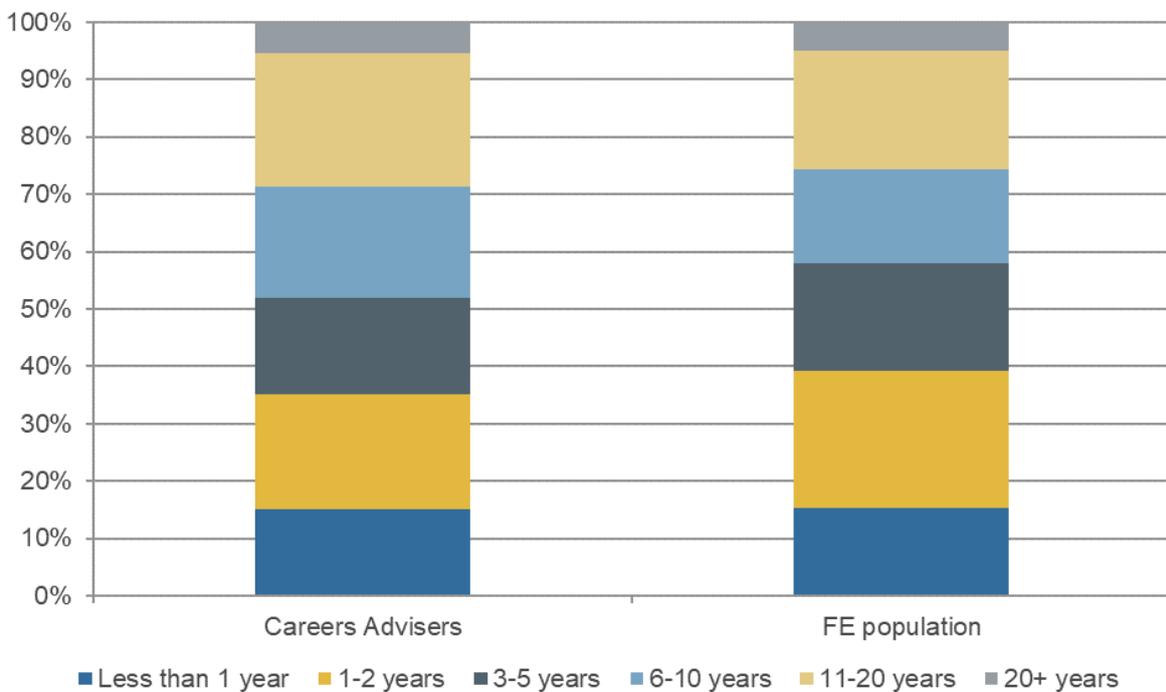
Source: Education & Training Foundation Staff Individualised Record (SIR 27)

Figure 3.7: Terms of employment of careers advisers and total staff population in FE



Source: Education & Training Foundation Staff Individualised Record (SIR 27)

Figure 3.8: Tenure of careers advisers and total staff population in FE



Source: Education & Training Foundation Staff Individualised Record (SIR 27)

A logistic regression was run to find out if there are specific institutional characteristics which **determine the likelihood of whether an institution employs their own careers adviser**. Staff numbers by category of work were extracted from the SIR data for 2018/19 and matched to institution characteristics from the DfE data library¹¹. Characteristics were obtained for 175 out of the 184 institutions in the SIR for the 2018/19 academic year, the remainder were independent education providers.

Of the 175 matched institutions, half (51%) had at least one careers adviser. The majority of General FE Colleges (including Tertiary) and Sixth Form Colleges (78% and 71% respectively) had at least one careers adviser recorded in the SIR data for 2018/19. Half of Special Colleges (e.g. Agriculture and Horticulture specialists) had a careers adviser; whereas very few Other Public Funded institutions (i.e. LA's and HEIs) or Private Sector Public funded institutions had careers advisers recorded in SIR.

Table 3.1: Type of institutions with careers advisers in FE

Institution type	No careers adviser (per cent)	Careers adviser (per cent)	N
General FE College incl. Tertiary	22	78	92
Other Public Funded i.e. LA's and HE	83	17	41
Private Sector Public Funded	96	4	25
Sixth Form College	29	71	7
Special Colleges	50	50	10
TOTAL	48.6	51.4	175

Source: Education & Training Foundation Staff Individualised Record (SIR 27)

Unsurprisingly the type of institution was the main determinant as to whether an institution had a careers adviser recorded in the SIR. The region, the number of students, level of study¹², and other demographic characteristics of students in the institution (age, gender, and ethnicity) had no impact on the likelihood of having a careers adviser.

¹¹ <https://www.gov.uk/government/statistical-data-sets/fe-data-library-further-education-and-skills>

¹² Number of students studying English and Maths below Level 2 or other FE courses below Level 2

4 2011 Census

The UK Census of population is undertaken every 10 years and describes the usually resident population of the UK (all people and all households) and its constituent countries by various characteristics. The most recent census was undertaken in 2011 on 27th March. The 2011 Census provides a high-quality estimate of the population and allows for the most comprehensive breakdown of the careers adviser workforce. However, the data is now 9 years out of date. Access to relevant Census statistics requires an ad-hoc tables request to the Office for National Statistics (ONS) which is chargeable.

4.1 Analysis of published national statistics

Initial analysis undertaken of the 2011 Census data using NOMIS (a free service provided by ONS to access national statistics) finds there were 21,250 individuals in England and Wales aged 16 and over working as careers advisers or vocational guidance specialists in the week before the census date in 2011. They represent 0.08% of all those of working age who were working in the reference week.

4.1.1 Sector

The 2011 Census uses the Standard Industrial Classification (SIC, 2007) to identify where careers advisers and guidance specialists work. The highest level is known as Section, this then broken down into Division, then Group and the most disaggregated level is Sub-class which uses 4-digits. It is at the level of Sub-class in the SIC hierarchy where work in schools and colleges can be identified.

The key industry Groups and Sub-classes where more than 500 people worked as Careers Advisers and Vocational Guidance Specialists in 2011 were: other social work activities, tertiary education, employment activities, other education, secondary education (including both general secondary education and technical and vocational secondary education, see definitions below), and compulsory social security activities. The Census found that approximately 1,700 individuals were working (at the time of the survey) as careers advisers in secondary schools and colleges in England and Wales: 828 in general secondary education and a further 784 in technical and vocational secondary education and 93 in post-secondary non-tertiary education. Many more were working in other phases/areas of education or in other sectors. The difference between the Census estimate for general secondary schools

of 828¹³ and the SWC estimate for general secondary schools for 2011 of 462 most likely reflects some degree of under-counting in the SWC, as well as potential over-counting in the Census if advisers who predominantly worked in schools but who were not directly employed by a school might have responded that they worked in schools in the Census. The information on industry in which respondents worked came from two Census questions:

- At your workplace, what is the main activity of your employer or business?
- In your main job, what is the name of the organisation you work for?

It may be the case that some careers advisers who worked in schools or colleges, but who were not directly employed by a school/college, gave responses which resulted in their sector coding being secondary or technical education.

Table 4.1: Careers Advisers and Vocational Guidance Specialists by industry (N> 500)

Industry	
88.9 Other social work activities without accommodation	5,747
85.42 Tertiary education	4,741
78 Employment activities	1,782
85.59 Other education n.e.c.	1,295
85.31 General secondary education	828
85.32 Technical and vocational secondary education	784
84.3 Compulsory social security activities	700
TOTAL (all careers advisers)	21,250

*Note: England and Wales combined, * total is across all sectors including those with fewer than 500 careers advisers.*

Source: NOMIS- 2011 Census of population

Analysis of the NOMIS data confirms the key sectors (at the highest level of aggregation) for careers advisers and vocational guidance specialists were:

- Education – accounting for 42% of careers advisers
- Human health and social work activities (particularly other social work activities without accommodation) – 29%
- Administrative and support service activities (particularly employment activities) – 10%

¹³ Note this the Census figure is for England and Wales, whereas the SWC figure is for England only. The Census figure for general secondary education falls slightly when focusing on England only to 810.

- Public administration, defence and compulsory social security (particularly compulsory social security activities) –10%

Table 4.2: Careers Adviser and Vocational Guidance Specialists by industry

Industry Section	N	%
A Agriculture, forestry and fishing	44	0.2
B Mining and quarrying	3	0.0
C Manufacturing	121	0.6
D Electricity, gas, steam and air conditioning supply	12	0.1
E Water supply, sewerage, waste management and remediation activities	4	0.0
F Construction	116	0.5
G Wholesale, retail trade, repair of motor vehicles and motorcycles	132	0.6
H Transportation and storage	41	0.2
I Accommodation and food service activities	72	0.3
J Information and communication	171	0.8
K Financial and insurance activities	82	0.4
L Real estate activities	62	0.3
M Professional, scientific and technical activities	442	2.1
N Administrative and support service activities	2,119	10.0
O Public administration and defence, compulsory social security	2,078	9.8
P Education	8,888	41.8
Q Human health and social work activities	6,208	29.2
R Arts, entertainment and recreation	81	0.4
T Activities of households as employers, undifferentiated goods and services producing activities of households for own use	7	0.0
U Activities of extraterritorial organisations and bodies	16	0.0
TOTAL (all careers advisers)	21,250	100.0

Note: England and Wales combined,
Source: NOMIS- 2011 Census of population

Looking at the education sector (Standard Industrial Classification Section P) in more detail we can see that the vast majority of careers advisers in 2011 in England and Wales were working in tertiary education (4,741 individuals accounting for 53% of careers advisers working in education and 22% of all careers advisers in work). 'Tertiary education' provided in the ad-hoc Census extract is predominantly higher education and therefore is out of scope for Gatsby. Instead we focus on the numbers working in general secondary education and in technical and vocational secondary education:

- General secondary education - 828, accounts for 9% of careers advisers working in the education sector and just under 4% of careers advisers working in any sector;

- Technical and vocational secondary education - 784, accounts for 9% of careers advisers working in the sector and just under 4% of careers advisers working in any sector.

It is perhaps worth noting the difference between these two classifications as outlined by ONS¹⁴.

General secondary education *'includes provision of the type of education that lays the foundation for lifelong learning and human development and is capable of furthering education opportunities. Such units provide programmes that are usually on a more subject-oriented pattern using more specialised teachers, and more often employ several teachers conducting classes in their field of specialisation.'*

Subject specialisation at this level often begins to have some influence even on the educational experience of those pursuing a general programme. Such programmes are designed to qualify students either for technical and vocational education or for entrance to higher education without any special subject prerequisite.

This class includes:

- lower general secondary education corresponding more or less to the period of compulsory school attendance
- upper general secondary education giving, in principle, access to higher education'

Technical and vocational secondary education *'This class includes provision of education typically emphasising subject matter specialisation and instruction in both theoretical background and practical skills generally associated with present or prospective employment. The aim of a programme can vary from preparation for a general field of employment to a very specific job. This class includes: technical and vocational education below the level of higher education.'*

¹⁴ UK Standard Industrial Classification of Economic Activities 2007 (SIC 2007): Structure and Explanatory Notes, Office for National Statistics
<https://www.ons.gov.uk/file?uri=/methodology/classificationsandstandards/ukstandardindustrialclassificationofeconomicactivities/uksic2007/uksic2007web.pdf>

Table 4.3: Careers Adviser and Vocational Guidance Specialists by industry (Education only)

Education section categories	N	% all	% within Education
85.1 Pre-primary education	15	0.1	0.2
85.2 Primary education	107	0.5	1.2
85.31 General secondary education	828	3.9	9.3
85.32 Technical and vocational secondary education	784	3.7	8.8
85.41 Post-secondary non-tertiary education	93	0.4	1.0
85.42 Tertiary education	4,741	22.3	53.3
85.51 Sports and recreation education and 85.52 Cultural education	34	0.2	0.4
85.53 Driving school activities	2	0.0	0.0
85.59 Other education n.e.c.(eg academic tutoring, remedial courses, language instruction)	1,295	6.1	14.6
85.6 Educational support activities	493	2.3	5.5
Education not otherwise specified	496	2.3	5.6
P Education	8,888	41.8	100.0
TOTAL All careers advisers	21,250	100.0	

Note: England and Wales combined.

Source: NOMIS- 2011 Census of population

4.2 Bespoke analysis

In order to access to access Census tables detailing the profile of careers advisers in England only, it was necessary to place an ad-hoc request to ONS. The bespoke tables produced in response to this request are now open access, with links available in the appendices (Appendix Two). Within the bespoke tables there are eight industry classifications defined. The remaining analysis of the 2011 Census will focus on England only using these industry definitions.

The industries are as follows:

Bespoke category	Sub-class included
Secondary education	85.31 General secondary education
Technical education	85.32 Technical and vocational secondary education 85.41 Post-secondary non-tertiary education ¹⁵
Tertiary education	85.42 Tertiary education, first degree and post graduate level higher education
Other education	85.00 Education not otherwise specified 85.10 Pre-primary education 85.20 Primary education 85.51 Sports and recreation education 85.52 Cultural education 85.53 Driving school activities 85.59 Other education n.e.c 85.60 Educational support activities
Public sector	84.11 General public administration activities 84.12 Regulation of the activities of providing health care, education, cultural services and other social services, excluding social security 84.13 Regulation of and contribution to more efficient operation of businesses 84.21 Foreign affairs 84.22 Defence activities 84.23 Justice and judicial activities 84.24 Public order and safety activities 84.25 Fire service activities 84.30 Compulsory social security activities
Employment activities	78.00 Employment activities
Other social work activities without accommodation	88.90 Other social work activities without accommodation
Other	All other industries with careers advisers

Using the output from the ah-hoc tables we observe there were 19,959 careers advisers in England in 2011. Of these, 810 (4%) were working in our definition of secondary education and 832 (4%) were working in our definition of technical education. The total working in all educational settings were 8,546 (43% of all careers advisers).

¹⁵ Post-secondary non-tertiary education is grouped with technical and vocational secondary education as it is likely that these individuals have incorrectly specified their industry. There are no programmes categorised as post-secondary non-tertiary education in England (see https://eacea.ec.europa.eu/national-policies/eurydice/content/post-secondary-non-tertiary-education-29_en).

Table 4.4: Careers Adviser and Vocational Guidance Specialists in England by bespoke sector definitions

Education section categories	N	% all
Secondary education	810	4.1
Technical education	832	4.2
Tertiary education	4,580	22.9
Other education	2,324	11.6
Public sector	1,972	9.9
Employment activities	1,651	8.3
Other social work activities without accommodation	5,153	25.8
All other industry	2,637	13.2
TOTAL (all careers advisers)	19,959	100.0

Base: Careers Advisers and Vocational Guidance Specialists in England

Source: Office for National Statistics © Crown Copyright 2020, Crown copyright material is reproduced with the permission of the Controller of HMSO. Census 2011 (England and Wales)

4.2.1 Geographic distribution

Focusing only on those in the occupational code 3564 – careers advisers and vocational guidance specialists – in 2011 we find the regions with the highest numbers and thus proportion of careers advisers (regardless of sector worked in) were: London (15%), the North West (13%), and the South East (13%). The lowest number and proportion were found in the North East (6%). This largely reflects the regional distribution of all occupations.

If we focus on those careers advisers working in general secondary education, the regions with the lowest proportion of careers advisers were: the North East (4%), the West Midlands (7%) and the East Midlands (7%). In contrast, the regions with relatively higher proportions of careers advisers working in general secondary education were: the South East (21%), London (17%) and the East of England (12%). Comparing the regional distribution of careers advisers in general secondary education to the distribution of all occupations, the West Midlands appears to be relatively underserved.

Isolating those in technical education, the regions with the lowest levels were again the North East (7%), and the East Midlands (8%); and the highest were the South West (15%), the North West (14%) and the South East (13%). Comparing against all occupations, the South West, North East and Yorkshire and Humberside appear to be overrepresented, whereas London and the South East appear underrepresented.

Many regions saw a greater number of careers advisers working in vocational and technical secondary education than in general secondary education, including the

North East, West Midlands and South West where the balance was particularly skewed. However, in London and the South East and in the East of England the pattern was reversed, with more careers advisers working in general secondary than in vocational and technical secondary settings.

Table 4.5: Careers Adviser and Vocational Guidance Specialists by Government Office Region

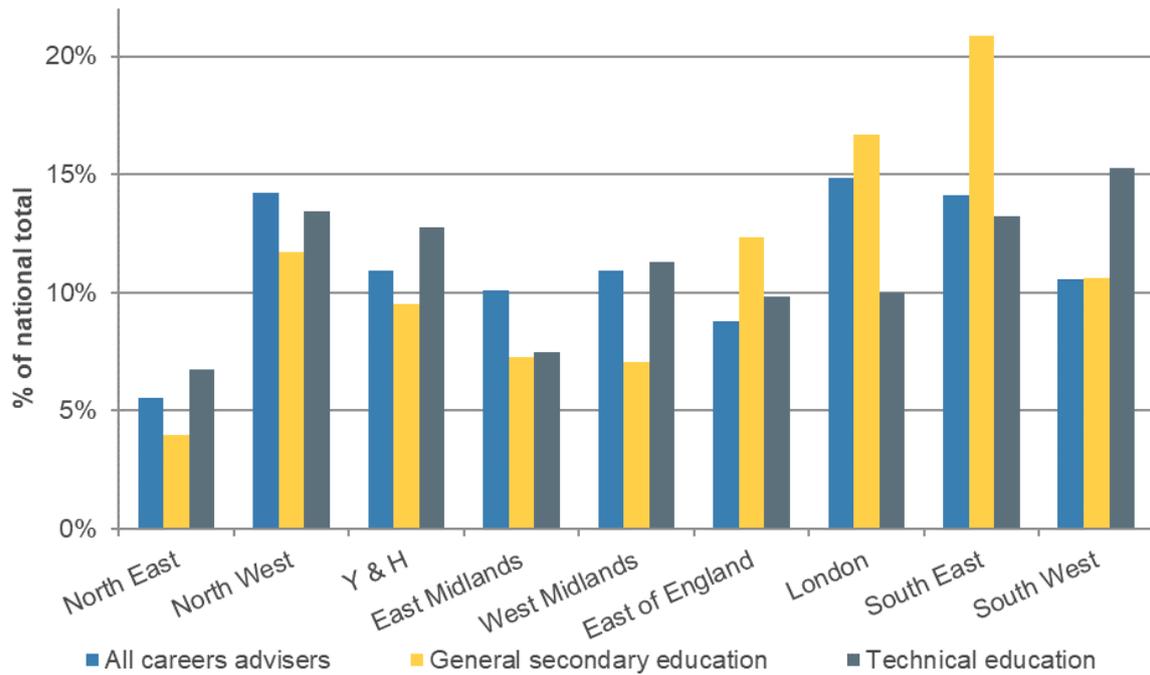
	N all	% all	N sec	% sec	N tec	% tec	% of all occ
North East	1,104	5.5	32	4.0	56	6.7	4.3
North West	2,836	14.2	95	11.7	112	13.5	12.2
Yorkshire & Humberside	2,184	10.9	77	9.5	106	12.7	9.2
East Midlands	2,011	10.1	59	7.3	62	7.5	8.1
West Midlands	2,184	10.9	57	7.0	94	11.3	9.6
East of England	1,757	8.8	100	12.3	82	9.9	10.7
London	2,962	14.8	135	16.7	83	10.0	15.1
South East	2,813	14.1	169	20.9	110	13.2	16.1
South West	2,108	10.6	86	10.6	127	15.3	9.7
TOTAL	19,959	100	810	100	832	100	100.0

Note: 'sec' refers to general secondary education, 'tec' refers to vocational and technical secondary education

Base: Careers Advisers and Vocational Guidance Specialists in England

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Figure 4.1: Careers Adviser and Vocational Guidance Specialists by industry and region



Base: Careers Advisers and Vocational Guidance Specialists in England

Source: Office for National Statistics © Crown Copyright 2020, Census 2011 (England and Wales)

Just under one in ten (8%) of careers advisers in England worked in schools and colleges (general secondary and technical and vocational secondary). Some regions saw a relatively higher proportion of their careers adviser workforce working in schools and colleges including: the East of England (10%), the South West (10%) and the South East (10%)

Table 4.6: Careers Adviser and Vocational Guidance Specialists working in schools and colleges by Government Office Region

	N all	N sec/tec	% sec/tec
North East	1,104	88	8.0
North West	2,836	207	7.3
Yorkshire & Humberside	2,184	183	8.4
East Midlands	2,011	121	6.0
West Midlands	2,184	151	6.9
East of England	1,757	182	10.4
London	2,962	218	7.4
South East	2,813	279	9.9
South West	2,108	213	10.1
TOTAL	19,959	1,642	8.2

Note: 'sec' refers to general secondary education, 'tec' refers to vocational and technical secondary education

Base: *Careers Advisers and Vocational Guidance Specialists in England*

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4.2.2 Personal characteristics

Gender

The careers adviser workforce in 2011 was heavily gendered, with females outnumbering males by 3 to 1 (73% female and 27% male). The gender bias was even more pronounced when looking at those working in general secondary schools: 84% and 16% respectively, and this sector had the lowest representation of males of any sector. Similarly, more than four in five of those working in technical education were female (82%). There was a slightly higher representation of males among those working tertiary education (31%) and the public sector (34%).

Table 4.7: Careers Adviser and Vocational Guidance Specialists by gender

	Male	Female	TOTAL %	TOTAL N
General secondary education	15.7	84.3	100.0	810
Technical education (secondary)	18.5	81.5	100.0	832
Tertiary education	30.4	69.6	100.0	4,580
Other education	28.8	71.2	100.0	2,324
Public sector	33.5	66.5	100.0	1,972

	Male	Female	TOTAL %	TOTAL N
Employment activities	29.4	70.6	100.0	1,651
Other social work	22.5	77.5	100.0	5,153
Other	29.7	70.3	100.0	2,637
TOTAL	27.2	72.8	100.0	19,959

Base: Careers Advisers and Vocational Guidance Specialists in England

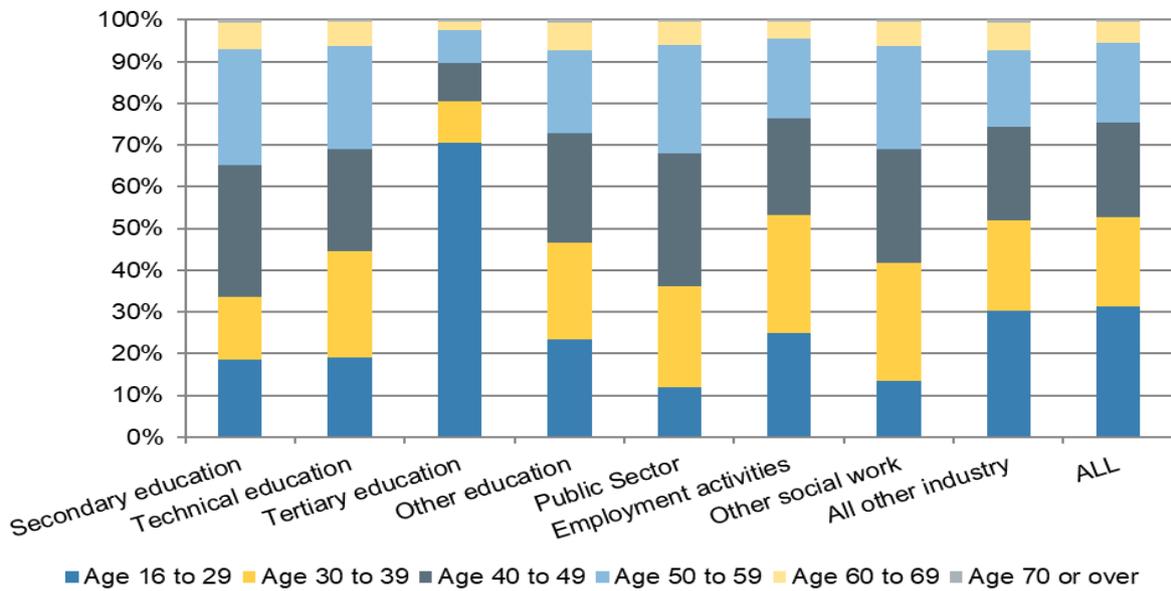
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Age

In 2011 the largest group of careers advisers working in England were those aged 16 to 30 (31%), arguably those in their early careers. Relatively few were 50 or older: 19% aged 50 to 59, 5% aged 60 to 69, and less than 1% aged 70 or over. However, the age distribution across the different sectors differs considerably. Those working in the tertiary education sector were younger, with 70% of the careers adviser workforce in this sector under 30 years old. In contrast, those working in the general secondary sector tended to be older – particularly between 40 and 60 years old (32% aged 40 to 49, and 28% aged 50 to 59) – arguably in mid-career. Just one in five (19%) of those working in the general secondary sector were under 30. The age profile of those working in the general secondary sector most closely followed those working in the public sector. The age profile of those working in technical education is broadly similar to that found for careers advisers in general secondary – with similar proportions at the lowest and highest age groups, However, technical education had a greater proportion of those in their 30s than found in the general secondary sector (25% and 15% respectively), and general secondary education had a greater proportion in their 40s and 50s (59% compared to 49% in technical education).

Looking at the age profile by gender and sector, we find a higher proportion of young males compared to young females working as careers advisers in England across all sectors: 36% of male careers advisers were aged under 30, compared to 29% of female careers advisers. This pattern is amplified when looking only at those working in the general secondary school sector. In this sector, 30% of male careers advisers were aged under 30, compared to 17% of female careers advisers. Instead, the vast majority of female careers advisers in secondary schools were aged between 40 and 59 (63%), suggesting an older profile. Similarly, 25% of male careers advisers working in technical education were under 30, compared to 18% of females; and 26% of female careers advisers working in technical education were aged between 40 and 49 compared to 18% of their male peers.

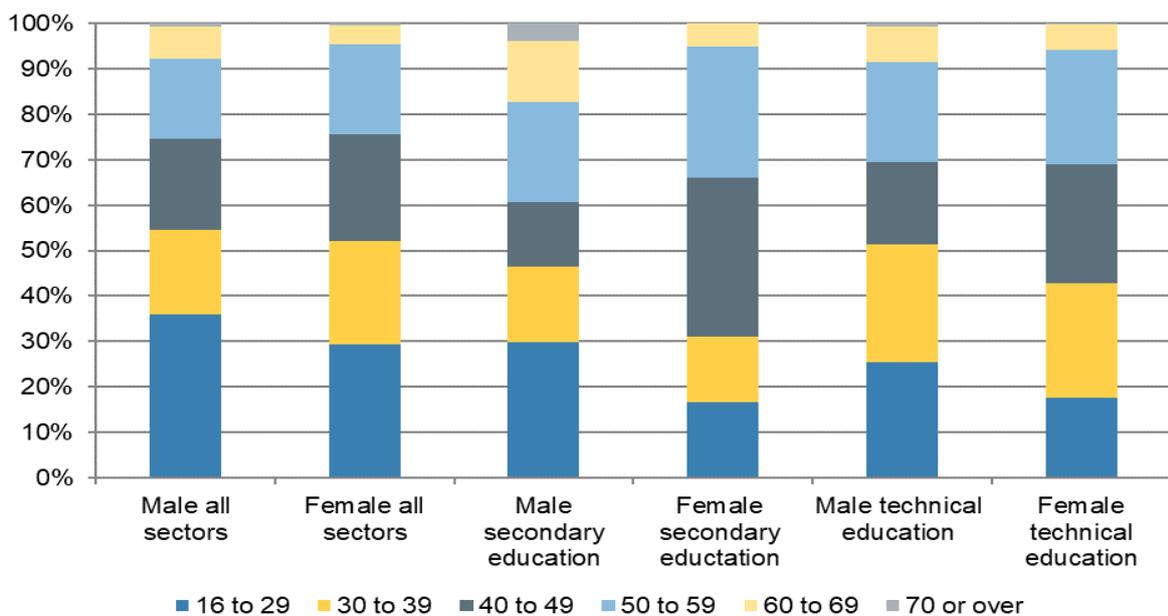
Figure 4.2: Careers Adviser and Vocational Guidance Specialists by age and industry



Base: Careers Advisers and Vocational Guidance Specialists in England

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Figure 4.3: Careers Adviser and Vocational Guidance Specialists by gender, age and all sectors vs secondary education and technical education



Base: Careers Advisers and Vocational Guidance Specialists in England

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Table 4.8: Careers Adviser and Vocational Guidance Specialists by age

	Age 16 to 29	Age 30 to 39	Age 40 to 49	Age 50 to 59	Age 60 to 69	Age 70 or over	TOTAL %	TOTAL N
General secondary education	18.6	14.9	31.7	27.7	6.4	0.6	100.0	810
Technical education (secondary)	19.1	25.4	24.3	24.8	5.9	0.4	100.0	832
Tertiary education	70.4	10.0	9.1	8.1	2.0	0.3	100.0	4,580
Other education	23.5	23.1	26.3	20.0	6.6	0.6	100.0	2,324
Public sector	11.9	24.4	31.7	26.1	5.6	0.3	100.0	1,972
Employment activities	24.9	28.4	23.0	19.2	4.0	0.5	100.0	1,651
Other social work	13.6	28.3	27.3	24.6	5.8	0.4	100.0	5,153
Other	30.3	21.5	22.6	18.4	6.4	0.7	100.0	2,637
TOTAL	31.2	21.6	22.5	19.3	5.0	0.5	100.0	19,959

Base: Careers Advisers and Vocational Guidance Specialists in England

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Ethnicity

The vast majority of careers advisers working in England in 2011 were from white ethnic backgrounds (83%), however 7% were from Asian or Asian British backgrounds and 7% from Black African, Black Caribbean or Black British backgrounds. The profile of careers advisers working in the general secondary school sector was less diverse with just 3% from Asian or Asian British backgrounds and 5% from Black African, Black Caribbean or Black British backgrounds. It is the least ethnically diverse sector for careers advisers. In comparison, 13% of those working in technical education were from a Black, Asian or minority ethnic background. However, tertiary education was the most ethnically diverse.

Table 4.9: Careers Adviser and Vocational Guidance Specialists by ethnicity

	White	Mixed/ multiple ethnic groups	Asian Asian British	Black/African Caribbean/ Black British	Other ethnic group	TOTAL %	TOTAL N
General secondary education	90.1	1.6	2.6	5.3	0.4	100.0	810
Technical education (sec)	87.1	2.0	5.8	4.7	0.4	100.0	832
Tertiary education	79.8	3.2	9.7	6.0	1.3	100.0	4,580
Other education	81.6	1.9	7.9	8.0	0.6	100.0	2,324
Public sector	81.8	2.0	7.6	8.0	0.7	100.0	1,972
Employment activities	84.1	2.1	6.9	6.3	0.6	100.0	1,651
Other social work	87.6	1.5	4.9	5.5	0.5	100.0	5,153
Other	80.5	2.2	8.6	7.7	0.9	100.0	2,637
TOTAL	83.4	2.2	7.2	6.5	0.7	100.0	19,959

Base: Careers Advisers and Vocational Guidance Specialists in England

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Disability

Very few careers advisers working England reported a long-term health condition or disability, just 8%. The profile was very similar for those working in the general secondary education sector, at 7%. The public sector and the technical education sector had a marginally better representation of disabled individuals with 10% of careers advisers in each of these sectors reporting a disability or long-term health condition.

Table 4.10: Careers Adviser and Vocational Guidance Specialists by disability

	Limited a lot	Limited a little	Not limited	TOTAL %	TOTAL N
General secondary education	1.1	5.8	93.1	100.0	810
Technical education (secondary)	1.8	8.1	90.1	100.0	832
Tertiary education	0.7	3.8	95.5	100.0	4,580
Other education	1.9	6.1	92.0	100.0	2,324
Public sector	3.0	7.2	89.8	100.0	1,972
Employment activities	1.8	6.6	91.6	100.0	1,651
Other social work	1.9	6.9	91.2	100.0	5,153
Other	1.7	6.6	91.7	100.0	2,637
Total	1.7	6.1	92.3	100.0	19,959

Base: Careers Advisers and Vocational Guidance Specialists in England

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4.2.3 Employment characteristics

Working patterns

Careers advisers working in England regardless of industry tended to work full-time hours (between 31 and 48 hours per week), over half (55%) did so. Yet substantial proportions worked part-time: either very part-time, 15 hours or less a week (23%); or just under full-time hours, between 16 and 30 hours per week (20%). Compared to the whole cohort of careers advisers, those in England working in secondary education were more likely to be working part-time hours (of between 16 and 30 hours per week, 27%). Those working in tertiary education in England were however the most likely to be working very part-time hours (67%). Careers advisers working in the public sector and in employment activities were the most likely to work full-time hours (75% and 69%), as were those working in technical education settings at secondary level (64%). This may reflect gender patterns (see above) as these sectors had relatively higher proportions of males.

Comparing this to all occupations, in general those working as careers advisers were more likely to work part time (less than 16 hours) and less likely to work full time than with all occupations: 1.2% of Careers advisers reported working very long hours, more than 48 hours, in the reference week compared to 13.2% of those overall.

Table 4.11: Careers Adviser and Vocational Guidance Specialists by working pattern

	Part-time: <16 hrs	Part-time: 16-30 hrs	Full-time: 31-48 hrs	Full-time: 49+ hrs	TOTAL %	TOTAL N
General secondary education	17.3	27.0	54.1	1.6	100.0	810
Technical education (secondary)	9.5	25.7	63.8	1.0	100.0	832
Tertiary education	66.6	10.4	22.1	0.6	100.0	4,580
Other education	13.8	19.1	65.3	1.8	100.0	2,324
Public sector	2.8	19.8	75.4	2.0	100.0	1,972
Employment activities	9.1	19.4	69.3	2.2	100.0	1,651
Other social work	5.0	26.8	66.7	1.5	100.0	5,153
Other	17.4	22.3	55.9	4.3	100.0	2,637
TOTAL	22.7	20.2	55.3	1.8	100.0	19,959

Base: Careers Advisers and Vocational Guidance Specialists in England

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4.2.4 Qualification level and type

As would be expected the majority (62%) of careers advisers working in England regardless of industry had at least a Level 4 qualification (equivalent to a qualification gained in higher education): this covers qualifications from Certificate of Higher Education CertHE (Level 4) to a doctorate (Level 8). Unfortunately, it is not possible to break down the category Level 4+ any further. An additional 24% had a Level 3 qualification (e.g. A-level or equivalent) as their highest level of qualification. The qualification profile of careers advisers working in the general secondary sector was very similar with 63% qualified to at least Level 4, and 20% qualified to Level 3. Interestingly there was a relatively higher proportion found with Level 2 qualifications working in the secondary sector (12% compared with 7% overall for careers advisers).

Those most likely to be highly qualified (qualified to at least to Level 4) were working in technical education (at secondary level) (71%), in social work activities (83%), employment activities (66%) and other education (66%).

In terms of the type of qualifications achieved, just under half (43%) of all careers advisers working in England regardless of industry had an undergraduate or postgraduate degree, 29% had a professional qualification (e.g. teaching qualification), and 29% had another vocational or work-related qualification. Those

working in the general secondary sector were marginally more likely to have each of these types of qualification (46%, 35%, and 33% respectively). However, those working in the social work sector were the group most likely to hold a degree or to hold a professional qualification (56% and 43% respectively). Those working in the technical education sector (at secondary education) were the most likely to have a vocational or work-related qualification (39%), which is to be expected given the vocational nature of their roles/sector.

Table 4.12: Careers Adviser and Vocational Guidance Specialists by degree, professional or other vocational or work-related qualifications

	Degree (UG or PG)	Prof qual	Other vocational or work-related qual	TOTAL %	TOTAL N
General secondary education	45.8	34.9	32.6	100.0	810
Technical education (secondary)	45.4	35.7	39.1	100.0	832
Tertiary education	33.7	15.5	16.5	100.0	4,580
Other education	40.6	32.8	34.0	100.0	2,324
Public sector	36.8	24.0	32.8	100.0	1,972
Employment activities	46.0	27.4	31.2	100.0	1,651
Other social work	55.9	43.2	35.5	100.0	5,153
Other	38.7	24.9	28.6	100.0	2,637
TOTAL	43.2	29.4	29.4	100.0	19,959

Base: Careers Advisers and Vocational Guidance Specialists in England

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Table 4.13: Careers Adviser and Vocational Guidance Specialists by highest qualification level

	None	Level 1	Level 2	Apprenticeship	Level 3	Level 4+	Other	TOTAL %	TOTAL N
General secondary education	0.7	4.3	11.5	0.1	19.5	63.1	0.7	100.0	810
Technical education (secondary)	0.2	2.6	6.6	0.6	18.0	71.2	0.7	100.0	832
Tertiary education	0.5	1.7	5.6	0.1	51.6	37.4	3.1	100.0	4,580
Other education	0.9	4.2	6.5	0.5	20.5	65.5	1.9	100.0	2,324
Public sector	1.3	7.0	12.4	0.3	17.2	60.2	1.5	100.0	1,972
Employment activities	0.5	4.5	9.4	0.7	17.1	65.8	1.9	100.0	1,651
Other social work	0.8	2.4	3.5	0.1	9.3	83.1	0.8	100.0	5,153
Other	2.7	6.0	9.0	0.7	21.5	57.6	2.6	100.0	2,637
TOTAL	1.0	3.6	6.9	0.3	24.1	62.6	1.8	100.0	19,959

Note*: other education includes – pre-primary (15), primary (107), sports, recreation and cultural education (34), driving schools (2), Other education activities (1295), educational support (493) and education not otherwise specified (496).

Base: Careers Advisers and Vocational Guidance Specialists in England

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5 Annual Population Survey and Labour Force Survey

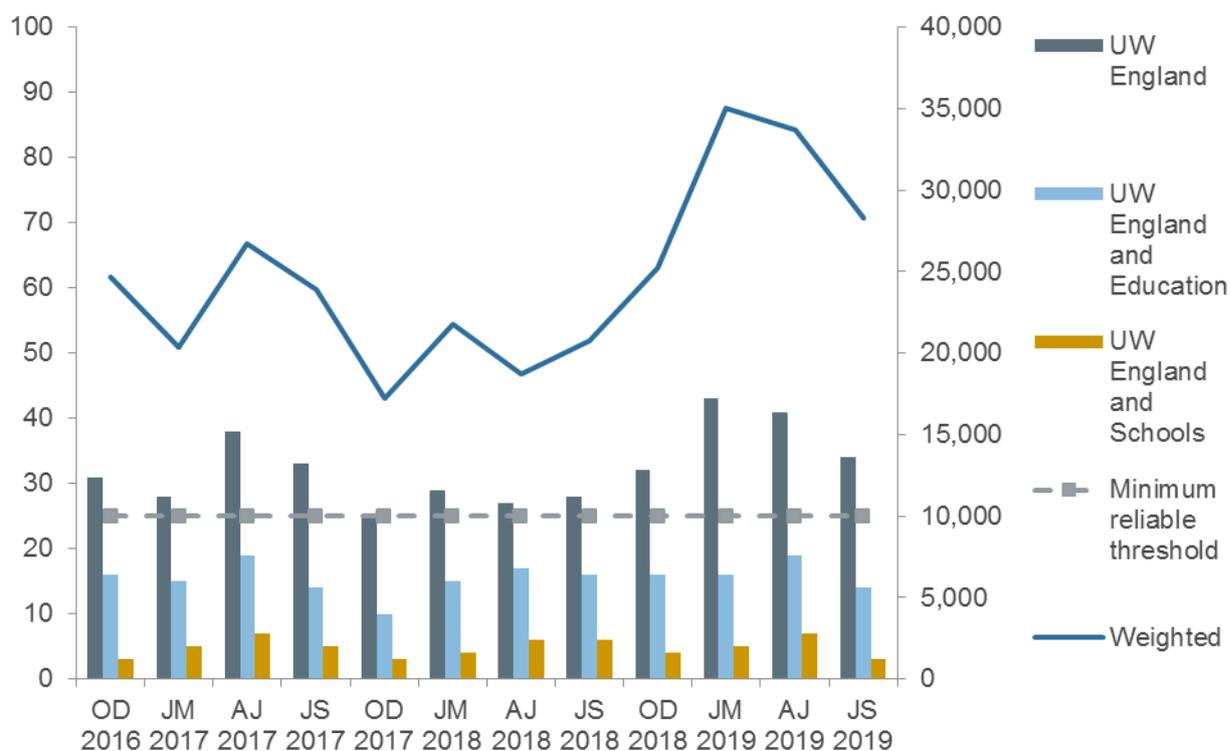
The UK Labour Force Survey (LFS) is a sample survey and collects a wealth of information from approximately 37,000 households (or approximately 87,000 individuals) every quarter. Weights are applied to give estimates for the entire UK population.

The Annual Population Survey (APS) is a combined sample survey of households in Great Britain. Its purpose is to provide information on key social and socioeconomic variables between the 10-yearly censuses. The Annual Population Survey (APS) has a larger sample size than the LFS with approximately 330,000 individuals and 140,000 households on its annual datasets. The LFS and APS use the same core questionnaire; and thus have many similar variables. APS also has 3-year pooled person datasets (published annually) to enable analysis at lower level geographies and analysis of certain topics with small achieved sample sizes. Unfortunately access to the 4-digit SOC – required to identify careers advisers - is only available in the Secure Access APS dataset which requires special permission and at the time of undertaking this research has been restricted to research related to COVID-19.

5.1 Initial analysis

Using the Labour Force Survey (LFS) to explore the total workforce size of Standard Occupational Code (SOC) code-3564 “Careers advisers and vocational guidance specialists” in England over the last 3 years (October 2016 to September 2019) shows a broadly steady workforce of between 20,000 and 30,000 until the end of 2018. In 2019 the January-March estimate was above 35,000.

Figure 5.1: Careers Advisers and Vocational Guidance Specialists in England - unweighted count and weighted population estimate



Notes: Left axis is unweighted count, Right axis is weighted population estimate.

Source: Quarterly Labour Force Survey October 2016-September 2019

Whilst the sample sizes in LFS allow for calculation of overall estimates for the size of the careers adviser workforce, attempting to undertake further analysis of this key group to explore their characteristics would lead to a much smaller number of weighted cases. For example, the unweighted sample for all careers adviser and vocational specialists is as small as 25 in the October-December 2017 quarter and only as large as 43 in the January-March 2019 quarter. LFS guidance notes that estimates based on less than 10,000 weighted cases (approximately 25 unweighted cases) are subject to a high degree of sampling variability and estimates should therefore be treated with caution.¹⁶

5.2 Bespoke analysis

5.2.1 Approach

The number of individuals responding to the LFS who worked as careers advisers and who were employed in secondary schools has always been below the minimum sample size to produce reliable weighted estimates. Therefore, it is not advisable to apply weights to produce representative population estimates as these are likely to be misleading, given the small underlying sample size.

Instead, we used data from 38 quarterly LFS datasets, from the start of 2011 to the middle of 2020, and have grouped them into three time periods – 2011 to 2013, 2014 to 2016, and 2017 onwards to provide the basis for **indicative** analysis of those working as careers advisers in England in schools and colleges. See Appendix one for a more detailed explanation of the methods used and the findings.

We would stress that these findings are **indicative only** of some individuals who work as careers advisers in secondary schools and colleges, in comparison with those who work as careers advisers in other sectors, and should not be treated as being representative of the school and college careers adviser workforce.

5.2.2 Demographic characteristics

- Careers advisers in secondary schools were among the oldest of all sectors (only those in the public sector were older on average), while those in technical secondary education were slightly younger, although older than the average across all sectors.
- Looking at trend data for secondary schools (sample numbers in technical secondary education are too small to look at changes over time) suggest that careers advisers have become slightly younger on average over the last decade, while across all sectors the age profile has been broadly stable.
- Secondary schools have the highest proportion of female careers advisers across all sectors, with female advisers accounting for over four fifths of the total, while technical secondary education has one of the lowest proportions (around three fifths). Overall, across all sectors, three quarters of careers advisers were female.
- Very few careers advisers in secondary schools (less than one in twenty) were from Black, Asian and Minority Ethnic (BAME) backgrounds, while the proportion in technical secondary education was much higher, at around one in six.
- Careers advisers in secondary schools and technical secondary education were less likely to report having a disability than advisers in other sectors (under 10%, compared with the all-sector average of 15%).

5.2.3 Employment characteristics

- The proportion of secondary school careers advisers working part-time was the same as the average figure across all sectors, at just over one in three, while careers advisers in technical secondary education were less likely than those in all other sectors to work part-time.
- Temporary contracts were relatively rare, with just under one in ten careers advisers in secondary schools on temporary contracts, while the proportion in technical secondary education was just over one in ten and the same as the average for all sectors (just over one in ten).
- Average lengths of service for careers advisers in secondary schools and technical secondary education were similar to the average across all sectors (although advisers in the public sector had by far the longest average lengths of service); and for those in secondary school, the average length of service had shortened in comparison with the early 2010s.

5.2.4 Qualifications

- Careers advisers in secondary school were the highest qualified of all advisers on average, with seven out of ten having a first degree or equivalent or higher qualification, compared with half of all careers advisers working across all sectors. Those in technical secondary education were less highly qualified (just under half had at least a first degree or equivalent), although a high proportion had other higher education qualifications below degree level.

6 Conclusion

6.1 Summary

6.1.1 Challenges

Our scoping and analysis work concludes that no one source of data provides a full and up to date picture of the size and nature of the professional careers adviser workforce currently working in English schools and colleges. The key challenges encountered include:

- Accurately identifying the role of professional careers adviser: the range of definitions and methods used to categorise this group, coverage of differing types of employment including employment through agencies and self-employment, and the tendency to aggregate this group with other (deemed similar) roles and professions creates challenges for comparability across sources.
- Data access: not all of the data used in the analysis was publicly available. Obtaining access to some data sources required significant liaison with the data holders to submit bespoke requests. The inability to access the SWC microdata in a timely manner has been a barrier to providing detailed information on the professional careers adviser workforce in English schools (see below).
- Time period covered and frequency of data collection: some data sources provide a snap-shot of the number and profile on a particular date whilst others capture data over a period; and some sources are updated frequently (and can show quite marked changes from one period to the next) whilst others have very large gaps between collection.
- Segmentation of the data: the most detailed and robust data collected about the education workforce tends to be captured through different mechanisms and bodies according to education phase so does not easily allow for aggregation or comparison.
- Changing nature of the data sources: discontinuities within some datasets make comparison over time difficult and some data sources are being discontinued altogether.
- Data quality: the sampling approach used by some sources has resulted in the number of careers adviser professionals in sub-sectors such as secondary education falling short of minimum requirements to allow for robust conclusions to be drawn and for further sub-group analysis to explore characteristics. In

addition, some data sources, such as CDI membership data and the SIR, have issues with missing data.

Additionally, the timing of our analysis, meant that the COVID-19 pandemic and resulting lockdowns and changes in priorities and workloads of data controllers meant that access to data was limited.

Access to the SWC microdata would have allowed for enhanced analysis (over and above that made possible through the FOI request): with the inclusion of variables allowing for analysis of qualifications and employment characteristics such as salary, working hours and patterns, and tenure in current roles (derived from start dates). The microdata would have also included lower-level geographic identifiers such as local authority district and the potential to report the proportion of LAs with careers advisers directly employed in schools. In addition, if access had been granted to data for all staff working in secondary schools it would have been possible to compare the profile of careers advisers to the wider population (as with the analysis of the Staff Individualised Record).

Access to the special licence APS data would have increased sample numbers of careers advisers within individual datasets, although it is difficult to know whether this would have been sufficient to publish robust weighted estimates of the numbers of careers advisers in secondary/technical education, or whether sample numbers would still have been below the advisable thresholds for publishing weighted estimates. The increased sample size may have allowed for breakdowns by personal/employment characteristics for the whole careers adviser workforce across all sectors. However, the increased sample size would not have been sufficient to provide weighted estimates of breakdowns within the secondary/technical adviser workforce.

6.1.2 Size

We have interrogated the best available data to piece together estimates for the professional careers adviser workforce and how it has changed over time. An overview of the latest figures for the size of the professional careers adviser workforce is given in the table below. This indicates how different estimates are depending on the data source and the degree of specificity available.

- The most accurate data, from the 2011 Census of Population, is very out of date. This puts the number of individuals in England working as careers advisers (and vocational guidance specialists) in 2011 at just under 20,000. This was at the time when the Connexions Service still delivered support for young people (before it was disbanded in 2012), and prior to a large cut in funding for publicly funded careers support. According to the 2011 Census there were 810 careers advisers in general secondary education and 832 working in technical education (at secondary level) in England.

- The most recent overall data are provided by the Labour Force Survey which suggests the number of individuals of working age in England, working as careers advisers (or vocational guidance specialists) at the start of 2019 was just over 35,000 (but dropped to just over 28,000 in the quarter covering July to September, over the school holidays). However, many of these were not working in the education sector, with the LFS suggesting around 40% working in the education sector, and around 15% in general secondary/technical secondary education.
- Sector specific data puts the numbers working in the school sector and in the FE sector (where sector level data is available) significantly lower, in the hundreds, and broadly in line with the Census data. The raw School Workforce Census data suggests just over 300 careers advisers directly employed in secondary schools in England, which represents one adviser for every 11 schools (based on latest number of secondary schools of 3,456¹⁷), and the FE (with limited coverage) Staff Individualised Record suggests around 400 individuals working as careers specialists directly employed by colleges and other FE providers in England.

Exploring trends over time, the Schools Workforce Census data suggests that the number of careers advisers employed directly by secondary schools in England increased during the early 2010s to a peak in 2015 but fell in 2016 and has been stable at a fairly consistent level since then at around 300 (headcount). The figures for FE also show a peak in 2015/16 and then a large fall for the 2016/17 academic year. However, the numbers in FE appear to be increasing again but have not yet reached the levels seen in 2015.

Trends for the figures across all sectors in the Labour Force Survey show an overall increase in numbers of those working as careers advisers and vocational guidance specialists from a low at the end of 2017 to a peak at the start of 2019, but a downward movement during 2019 (looking at data between the end of 2016 and 2019). With a relatively stable overall population of advisers, this could suggest a changing model of careers adviser provision in schools - moving from advisers directly employed by schools to a model of contracting with an external provider to deliver personal guidance. This is worthy of further exploration.

¹⁷ <https://explore-education-statistics.service.gov.uk/find-statistics/school-pupils-and-their-characteristics>

Table 6.1: Comparison of findings – overall numbers

	SWC	SIR	LFS	Census	Census	CDI	SWC
Overall number	316	400	35,016	19,959	8,546 (1,612)	1,600	4,028
Category	Bespoke to dataset	Bespoke to dataset	SOC	SOC	SOC	Bespoke to dataset	<i>Bespoke to dataset</i>
Definition	Careers adviser, headcount employed in schools	Careers adviser, headcount employed in FE	Careers adviser and vocational guidance specialist	Careers adviser and vocational guidance specialist	Careers adviser and vocational guidance specialist	Registered Career Development Professional	<i>Teaching staff* teaching careers education and key skills</i>
Latest date	2019	2018/19	Jan-Mar 2019	2011	2011	2020	2019
Geography	England	England	England	England	England	UK	<i>England</i>
Phase	State Schools and centrally employed by LAs	Publicly funded FE provision	All sectors	All sectors	Education (general secondary technical/vocational secondary)	All sectors	<i>State Schools and centrally employed by LAs</i>
Data type	Census	Census	Sample survey	Census	Census	Membership	<i>Census</i>

* This category is of less importance to Gatsby as it is fundamentally a different role and not one relevant to Benchmark 8

Source: IES, 2020

6.1.3 Profile

The 2011 Census found just two in five careers advisers (and vocational guidance specialists) were working in the education sector as a whole, with the rest spread across a range of sectors including social work activities, employment support activities and social security activities; and approximately 8% were working in¹⁸ the general secondary education sector and technical and vocational education sector (at secondary level). A much higher proportion (22%) were working in the tertiary education sector, covering HE. The Labour Force Survey data for the period 2011 to 2020 showed a higher proportion of careers advisers were working in secondary/technical education than found in the 2011 Census (around 15%) and conversely a slightly lower proportion than found in the Census working in tertiary education (18%). But LFS data indicate the tertiary sector accounts for a (slightly) greater proportion of the careers adviser workforce.

Schools and colleges account for a small proportion of the total professional careers adviser workforce; and this reduces further when focusing on those directly employed by schools and colleges.

Location

In 2011 the Census data show the regions with the highest numbers and proportions of careers advisers were London, North West and South East, and the lowest numbers and proportions were in the North East. This largely reflects the regional distribution of all occupations. The regions with the highest proportions working in general secondary education were the South East, London and East of England; the lowest were the North East and West Midlands. The regions with the highest proportions working in the technical secondary sector were: South West, North West, and South East; and lowest in North East and East Midlands.

The recent School Workforce Census data finds the South East, the East of England and London still account for the highest proportion of careers advisers working in schools (more than half of all careers advisers). However, all these regions have seen a relative fall in the number of advisers from 2011 to 2019. Conversely, the East Midlands, North West and particularly the West Midlands saw an increase over this time period in the relative share of the careers adviser workforce. The SWC data suggests that some regions rely more heavily on peripatetic advisers than others, particularly the North East. The North East also had accounted for the smallest proportion of careers advisers working in schools and this fell between 2011 and 2019 to just under 3%; and also had the smallest number of staff teaching careers education.

Relating the number of advisers to the number of schools shows that it is in the North East and the North West that advisers are spread thinnest, with around one adviser per

¹⁸ The Census may have picked up advisers who delivered services in schools/colleges but who were employed by other organisations and allocated them to education sector, and so may have over-counted advisers directly employed by schools/colleges.

20 schools, compared with the England average of one adviser per 11 schools; the East and South East have the highest densities, at around one adviser per eight schools.

Together these data suggest that the North East and North West are relative cold spots in terms of the regional distribution of the professional careers adviser workforce in schools, and that the West Midlands was a cold spot at the start of the decade but this has improved since then.

The SIR indicates that regions accounting for the highest proportion of careers advisers in the FE sector were the North West and South East, and the North West and North East appear to be over-represented when compared to the geographical distribution of the FE workforce (but could reflect institutional response profiles in SIR)

Background characteristics

Gender: Across all the datasets explored (SWC, SIR, Census, LFS) it was clear that careers advisers working in schools and colleges are predominantly female (between 80 and 90%), and the SWC indicates they tend to work slightly shorter hours on average than their male peers. The same is true for FE, where SIR indicates that 85% of careers advisers were female whereas across the entire staff population in FE women make-up two thirds of the workforce. The Census shows that the highest proportion of female careers advisers were found in secondary schools compared to other phases of education and other sectors.

Age: The average age of school careers advisers is 47 and is 46 in FE. Over 80% of careers advisers in schools are at least 40 years old, and those working in secondary schools tend to be older than those working in primary schools. Bespoke analysis of LFS also suggests (subject to caveats noted) that careers advisers in secondary schools are older on average than careers advisers working in other areas of education and other sectors (except for the public sector), with two in five aged at least 50 years old. This relatively older age profile working in secondary education was also found in the 2011 Census. The LFS analysis however suggests the schools adviser workforce has become slightly younger over the past decade.

Ethnicity: One in ten careers advisers in schools were from Black, Asian and Minority Ethnic (BAME) backgrounds, but this was much lower in the early 2010s and has increased over time. There are indications that the diversity of those working as centrally employed advisers employed by the local authority (working across schools) is greater than found directly employed in schools, and diversity is greater in some regions, particularly London. The profile of careers advisers in general secondary schools is the least diverse in terms of ethnicity (less than 5% from BAME backgrounds), whereas the careers adviser workforce in tertiary education, technical education at secondary level and other education is considerably more diverse. Overall, one in ten careers advisers in FE is from a BAME background (and this reflects the broader FE workforce). These patterns were confirmed in the LFS and Census analyses.

Disability: LFS and Census data suggest that very few careers advisers working in secondary schools report a disability (7 to 8%), lower than found across other sectors particularly when compared to those working in the public sector and in employment

activities. Indeed, technical education was found to have a higher proportion of careers advisers reporting a disability (10%).

These data indicate the careers adviser workforce in secondary schools is older and the least diverse compared to other phases of education and other sectors: with the lowest representation of males, staff from BAME backgrounds and those reporting a disability.

Qualifications

The LFS indicates that the qualification levels of careers advisers have been rising over time and that careers advisers working in general secondary schools are the most highly qualified with approximately three in four having a first degree or postgraduate qualification (although the data do not reveal whether this is a qualification in career guidance). This compares to just under one half of those in technical education (at secondary level). The qualification level found in schools is much higher than found across all sectors, particularly when compared to those working in the public sector, and corresponds with the CDI recommendation that careers advisers should be Level 6 trained to meet the Gatsby Benchmarks.

The older, Census data (for 2011) shows similar patterns but with those working in technical education being equally well qualified as those working in general secondary schools. In 2011 63% and 71% of careers advisers working in secondary schools and colleges were qualified to at least HE level. Also, with the exception of those working in social work, secondary schools and colleges had the highest proportion of careers advisers with undergraduate or postgraduate degrees or professional qualifications.

Careers advisers working in secondary schools and colleges are the most highly qualified

Employment characteristics

Working patterns: LFS and Census data suggest that most commonly careers advisers worked full-time (and this was more common among colleges than secondary schools). Part-time work was the main working pattern for careers advisers in the tertiary sector (covering HE). There are indications that among careers advisers part-time working has become more common over time in secondary schools and colleges.

Contracts: The SWC and SIR shows that the vast majority of careers advisers in secondary schools were on permanent contracts and similarly the vast majority of those in FE were on a permanent contract. The LFS data suggest those in tertiary education (covering HE) had the highest proportion of temporary contracts (over a quarter).

Length of service: Careers advisers in secondary school tended to have been in post for between two and ten years, but one third had more than ten years in their current role. Similarly, those in FE tended to have been in post for some time (average duration of just over 7 years, and 25% in post for more than 10 years). Careers advisers working in the public sector had the highest levels of permanent contracts and the longest time in post across all sectors (suggesting greatest employment stability).

Pay: Data on salaries was only available in the SIR data set. This showed that salaries in FE were on average considerably lower for careers advisers than for general FE staff. The average full-time salary for a careers adviser was just over £23,000 compared to an average full-time salary of just over £28,000 across the FE sector.

6.2 Suggestions

Our analysis suggests that a number of improvements could be made in the collection and publication of data on the professional careers adviser workforce:

- Work with DfE to develop the new FE workforce data collection (replacing SIR) so that careers advisers can be clearly identified in the data.
- Work with the schools sector to understand how the data is collected around careers advisers to understand how these specialists are identified, and where there are gaps/where they might not be captured in the data. Also work to understand how the introduction of academies has changed the schooling landscape.
- Consider how workforce data for the FE and schools sectors can capture data on those not directly employed (which include careers advisers employed by third parties) to reflect the true picture of those working in education.
- Encourage all professional careers advisers to sign up to the CDI Register of Career Development Professionals, which should more consistently capture background characteristics of members through required fields. Collecting information on sector of employment using the Standard Industry Classification of their employer/main focus of their work would also be useful.
- Access and analyse the new Census data when it comes available. The date for the next Census is 21st March 2021.

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Appendix One: More detailed analysis of the Annual Population Survey and Labour Force Survey – INDICATIVE ONLY

Approach

The number of individuals responding to the LFS who worked as careers advisers and who were employed in secondary schools has always been below the minimum sample size to produce reliable weighted estimates. Therefore it is not advisable to apply weights to produce representative population estimates as these are likely to be misleading, given the small underlying sample size.

We have used data from 38 quarterly LFS datasets, from the start of 2011 to the middle of 2020, and have grouped them into three time periods – 2011 to 2013, 2014 to 2016, and 2017 onwards.

Because the LFS asks questions of the same individuals for five successive quarters, with one fifth of each quarter's sample being new respondents, some individuals appear more than once in the data, and so their responses consequently have more weight than other individuals who appear only once. No adjustment has been made to account for this.

We would stress again that these findings are **indicative** of some individuals who work as careers advisers in secondary schools, in comparison with those who work as careers advisers in other sectors, and should not be treated as being representative of the secondary schools careers adviser workforce.

Table A.1 shows the number of unweighted individual careers advisers by sector that are in the combined LFS dataset for 2011-20.

Table A.1: Base number of careers advisers in each sector (across 2011-20) for bespoke analysis

Sector	N
General secondary education	146
Technical education (secondary)	82
Tertiary education	245
Other education*	131
Public sector	264
Employment activities	153
Other social work	151
Other sectors	195
Total	1,367

Note: the sector breakdown used in our bespoke analysis aligns with the sectors used in the Census analysis. Technical education (secondary) combines technical and vocational education and post-secondary non-tertiary; and *other education combines pre-primary, primary, sports and recreation education, cultural education, driving school activities, other education and educational support activities

Source: Labour Force Survey 2011-20, unweighted data

Personal characteristics

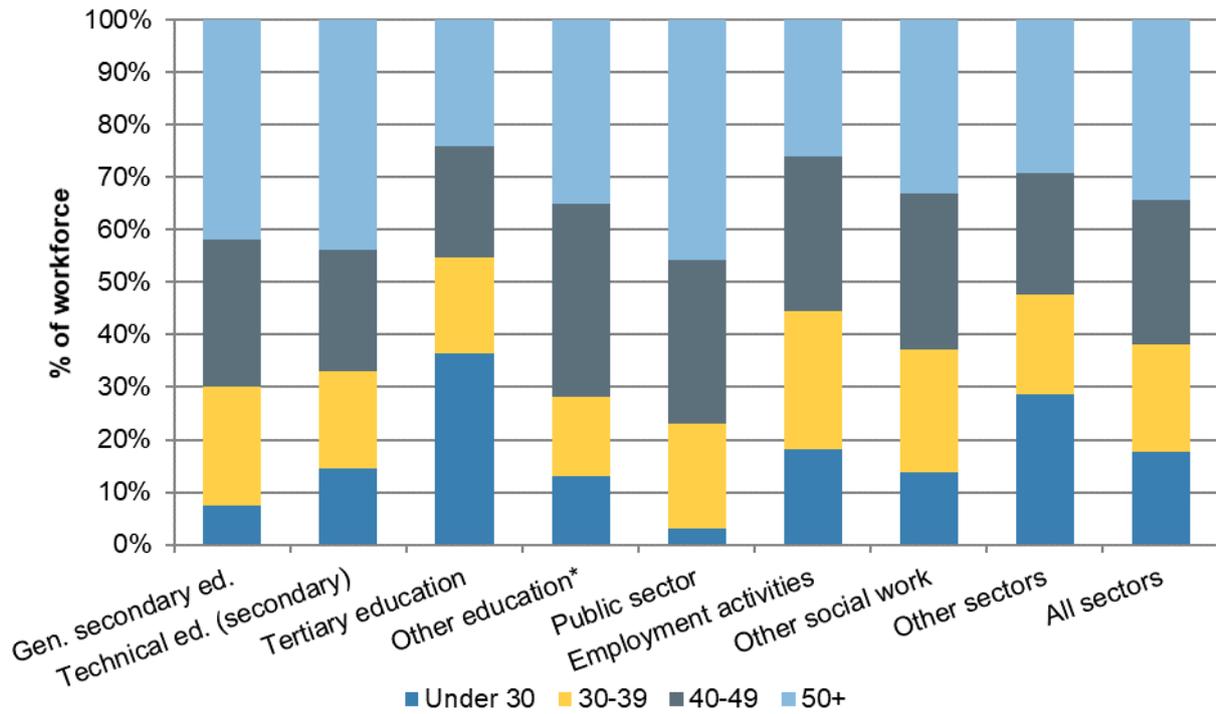
Age

Careers advisers in secondary schools were on average older than those in most other sectors, except for those in the public sector. Across the whole period from 2011 to 2020, just over two fifths (42%) of secondary school careers advisers were aged 50 and over, compared with 34% of all careers advisers across all sectors; and only 30% of secondary school careers advisers were aged under 40, compared with 38% across all sectors. In the public sector, only 23% of careers advisers were aged under 40 and 46% were aged 50 and over.

The average age of advisers in technical education (secondary) was slightly younger than that in secondary schools, but older than that in other sectors, with one in three (33%) aged under 40.

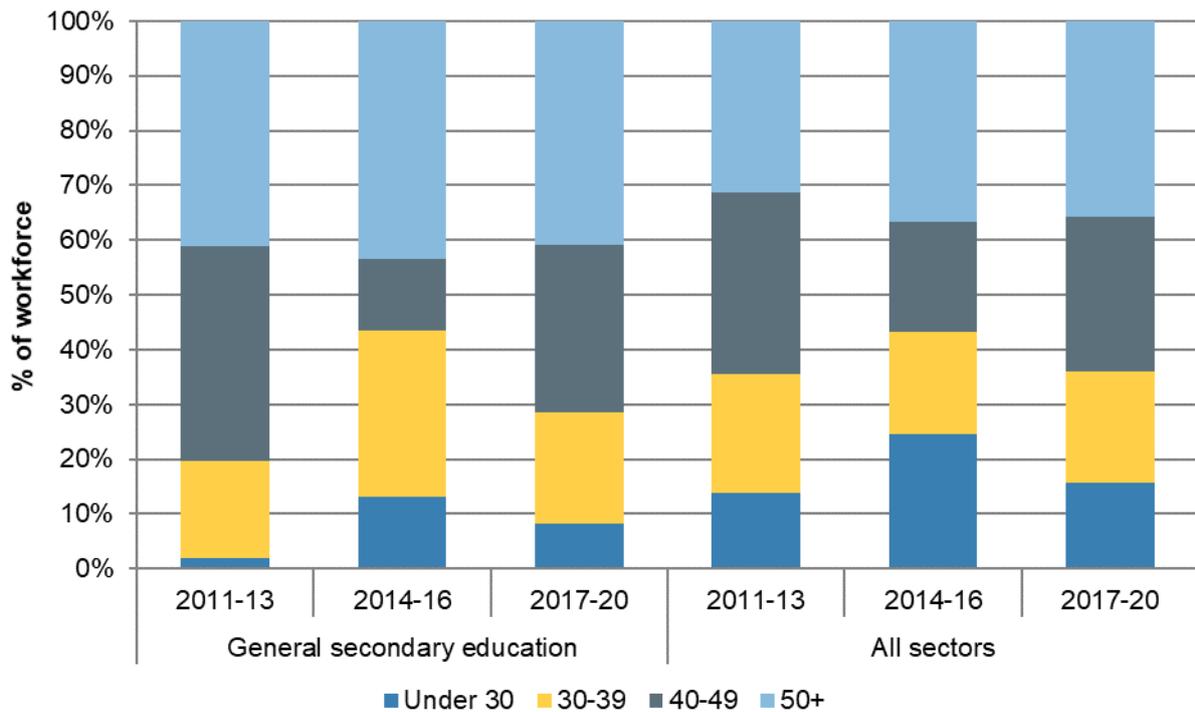
The secondary school careers adviser workforce has become slightly younger over the last decade. In 2011-13, only 20% were aged under 40 and 41% were aged 50 and over, while in 2017-20 the proportion aged 50 and over was similar, but 28% of careers advisers were aged under 40. Across all sectors, the age profile has remained fairly stable in recent years. The sample numbers in technical education (secondary) are too small to be able to present results over time.

Figure A.1: Age profile of careers adviser workforce, all sectors, England, 2011-20



Source: Labour Force Survey 2011-20, unweighted data

Figure A.2: Age profile of secondary school careers advisers over time, England

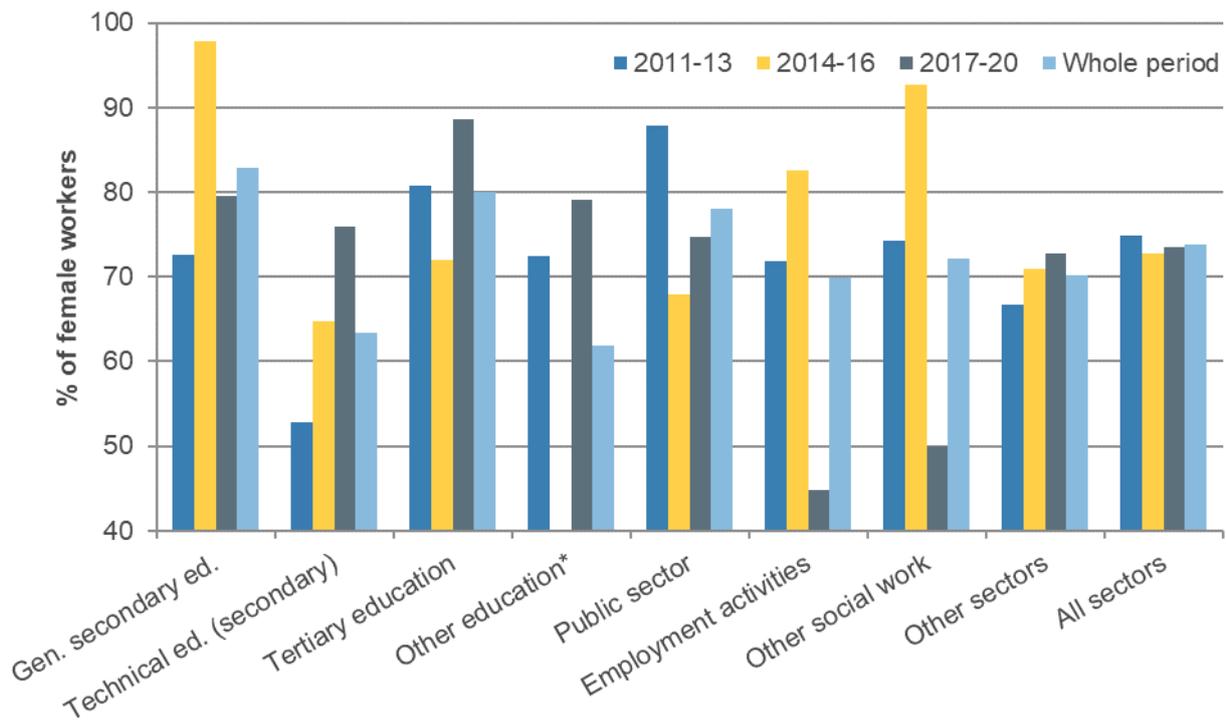


Source: Labour Force Survey 2011-20, unweighted data

Gender

Just over four fifths (83%) of the careers adviser workforce in secondary schools were female, the highest average figure across all sectors (tertiary education is next at 80%) and compared with the overall average of 74% of careers advisers across all sectors. By contrast, technical education (secondary) had the second lowest proportion of female advisers (63%). There has been no consistent trend over time in secondary education, while in technical education the proportion has been increasing over time. The overall the proportion across all sectors has been very stable at around 74%.

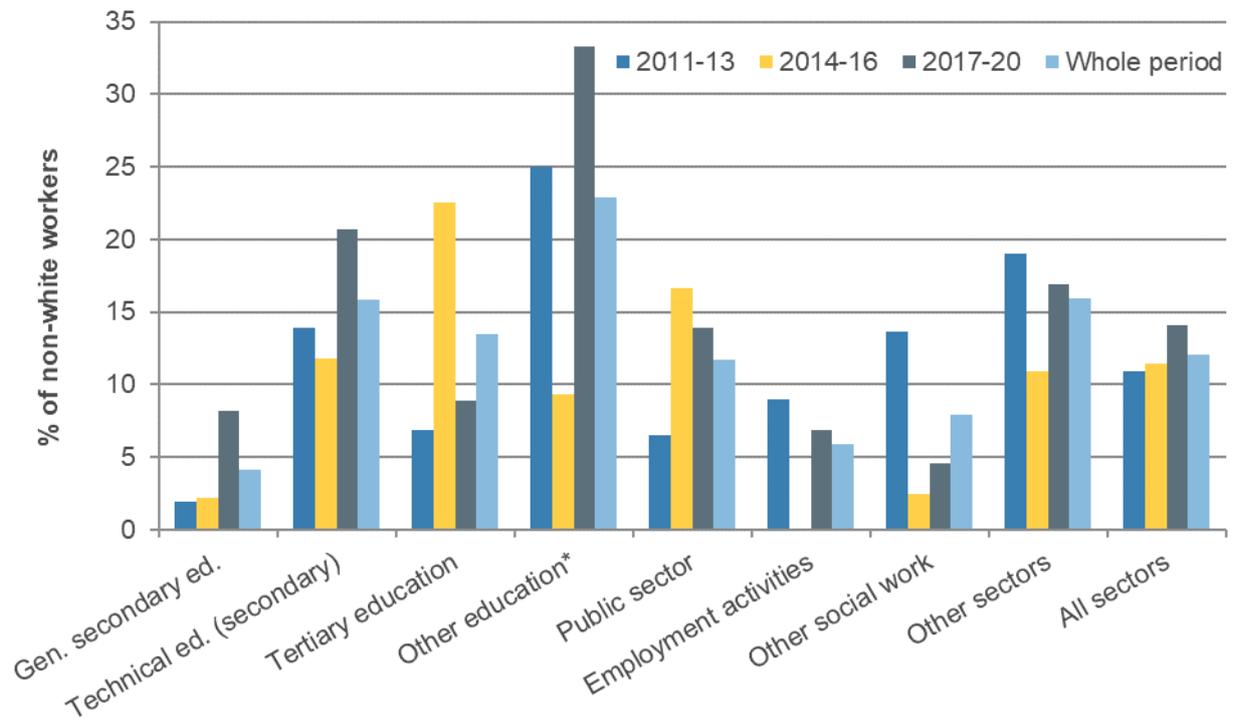
Figure A.3: Proportion of female careers advisers by sector and over time, England



Source: Labour Force Survey 2011-20, unweighted data

Ethnicity

Very few careers advisers in secondary schools are from Black, Asian and Minority Ethnic (BAME) backgrounds. Across 2011-20, only 4% of secondary school careers advisers picked up in the LFS were from BAME backgrounds, although the proportion was highest in the 2017-20 period suggesting that the workforce might be getting more diverse. Across all sectors the proportion of BAME careers advisers was 12%, and again was showing increases over time. The workforce in the 'other education' sector was the most diverse, with 23% being from BAME backgrounds, followed by technical education (16%) and other sectors (16%).

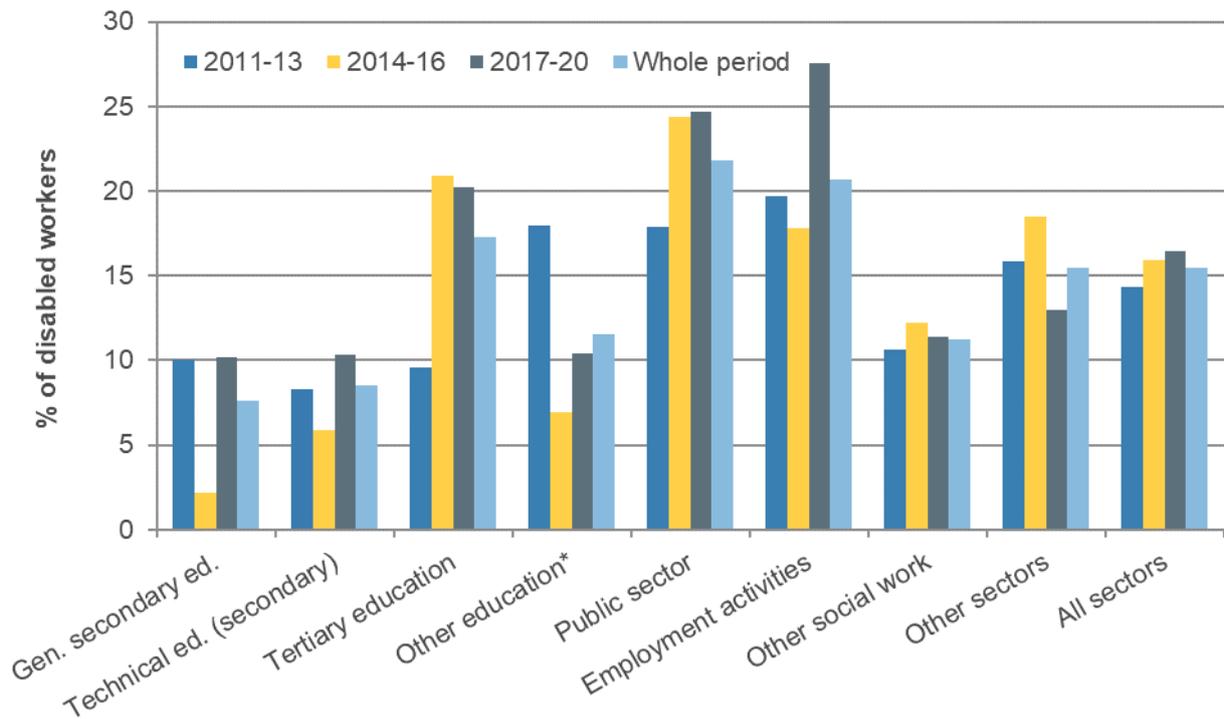
Figure A.4: Proportion of BAME careers advisers by sector and over time, England

Source: Labour Force Survey 2011-20, unweighted data

Disability

Relatively few careers advisers in secondary schools or technical education report having a disability. The proportion for careers advisers across all sectors for the period 2011-20 was 15%. In secondary schools the proportion was half the overall figure, at just under 8%, and this was the lowest overall proportion across all sectors, just below the proportion in technical education (9%). The proportion of careers advisers with a reported disability was highest in the public sector (22%) and in employment activities (21%). There was no consistent variation over time in the proportion in secondary schools, while overall there was a small but steady increase over time in the proportion of careers advisers with a disability.

Figure A.5: Proportion of disabled careers advisers by sector and over time, England



Source: Labour Force Survey 2011-20, unweighted data

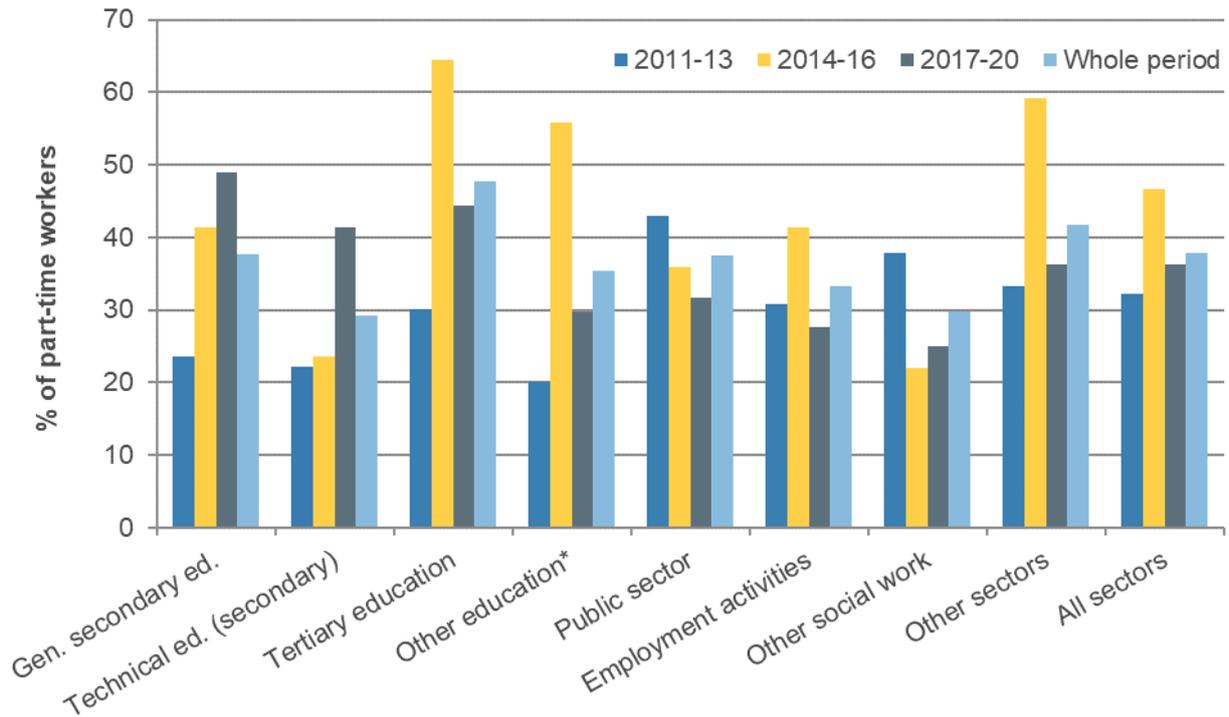
Employment characteristics

Working hours

Just under two fifths (38%) of careers advisers in secondary schools across 2011-20 worked part-time, the same as the proportion found for careers advisers across all sectors. Part-time working was most common in tertiary education (48%) and least common in technical education/FE (29%) and other social work (30%).

There was a strong increase over time in the proportion of the secondary school careers adviser workforce who were working part-time, from 24% in 2011-13 to 49% in 2017-20. Across all sectors the pattern was less marked although part-time working was lowest in the 2011-13 period (33%).

Figure A.6: Proportion of part-time careers advisers by sector and over time, England

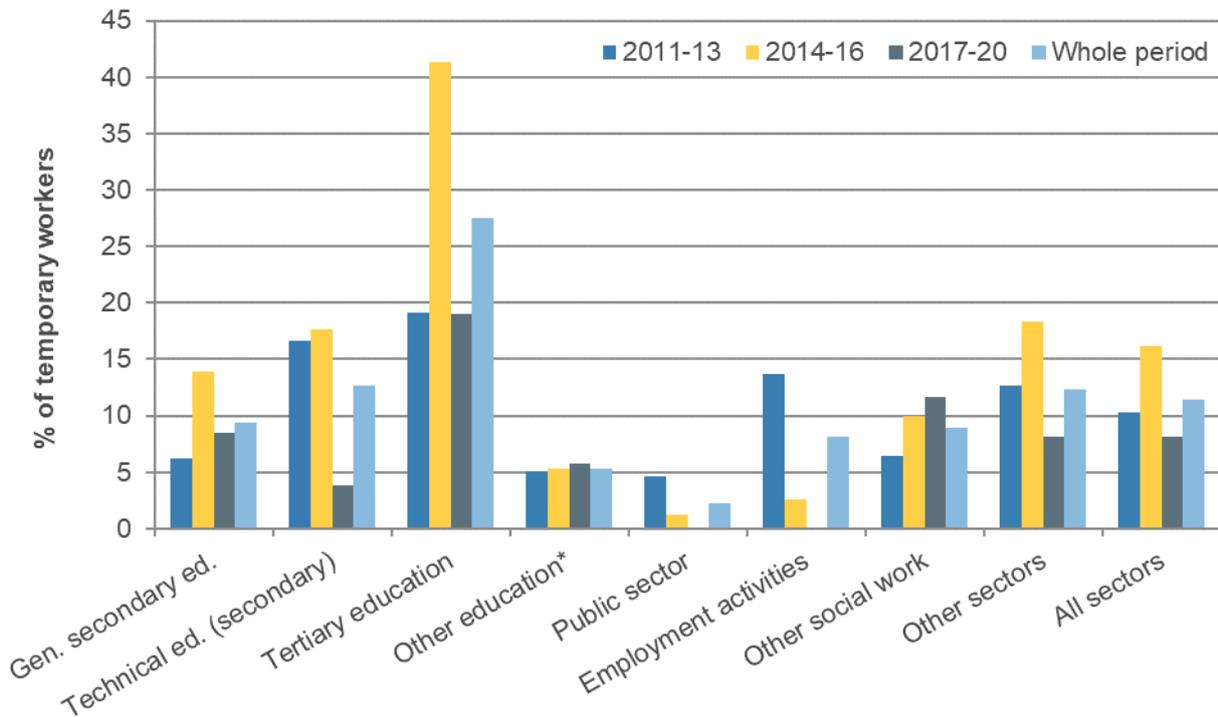


Source: Labour Force Survey 2011-20, unweighted data

Contract status

The vast majority of careers advisers in secondary schools were on permanent contracts, with only one in ten (9%) on temporary contracts, slightly below the proportion found for careers advisers across all sectors of 11%. Advisers in technical education were more likely than average to be on temporary contracts (13%). The proportion of temporary workers was highest in tertiary education, at 28% (and with a particularly high spike in 2014-16), and was lowest in the public sector, at 2%.

Figure A.7: Proportion of careers advisers on temporary contracts by sector and over time, England



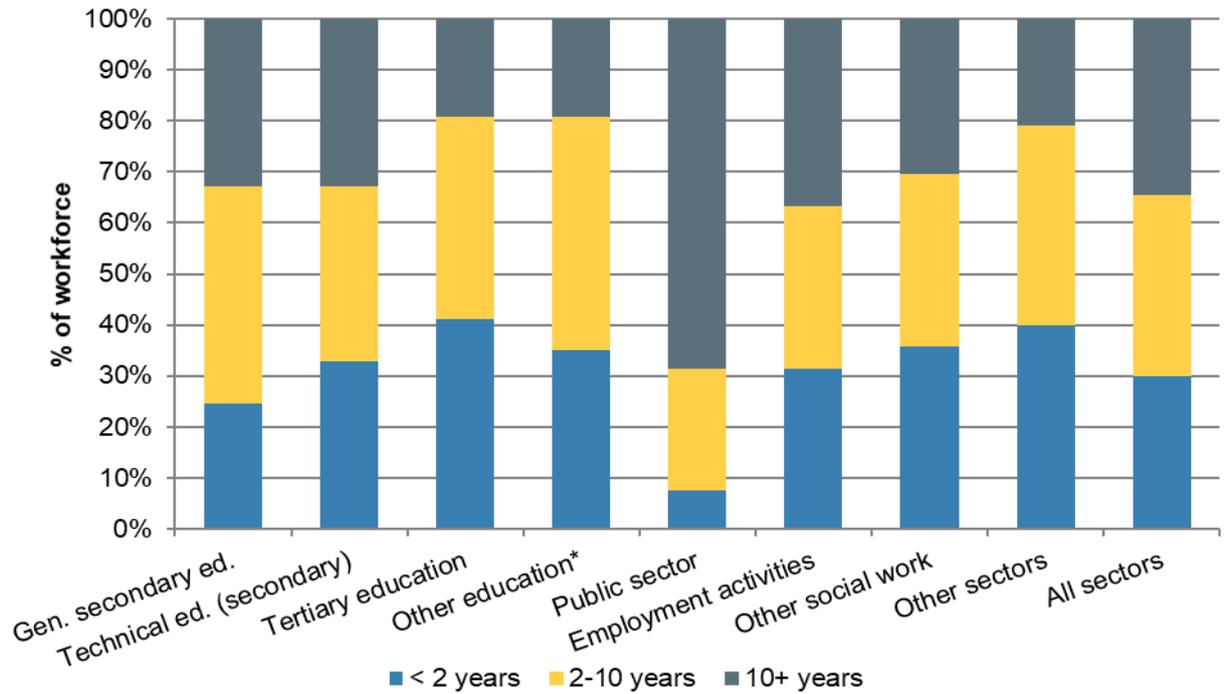
Source: Labour Force Survey 2011-20, unweighted data

Length of service

Between 2011 and 2020, around one in four careers advisers in secondary schools had been in their current school for less than two years, while 43% had been with their school for between two and 10 years, and 33% for 10 years or more. This was slightly longer than the average length of service among careers advisers across all sectors, where 30% had less than two years' service, 36% had between two and 10 years' service, and 34% had 10 or more years' service. The length of service profile of advisers in technical education was very close to the overall average. The average length of service was highest in the public sector, where just over two thirds (69%) had 10 or more years' service, and was lowest in tertiary education, where 41% had less than two years' service.

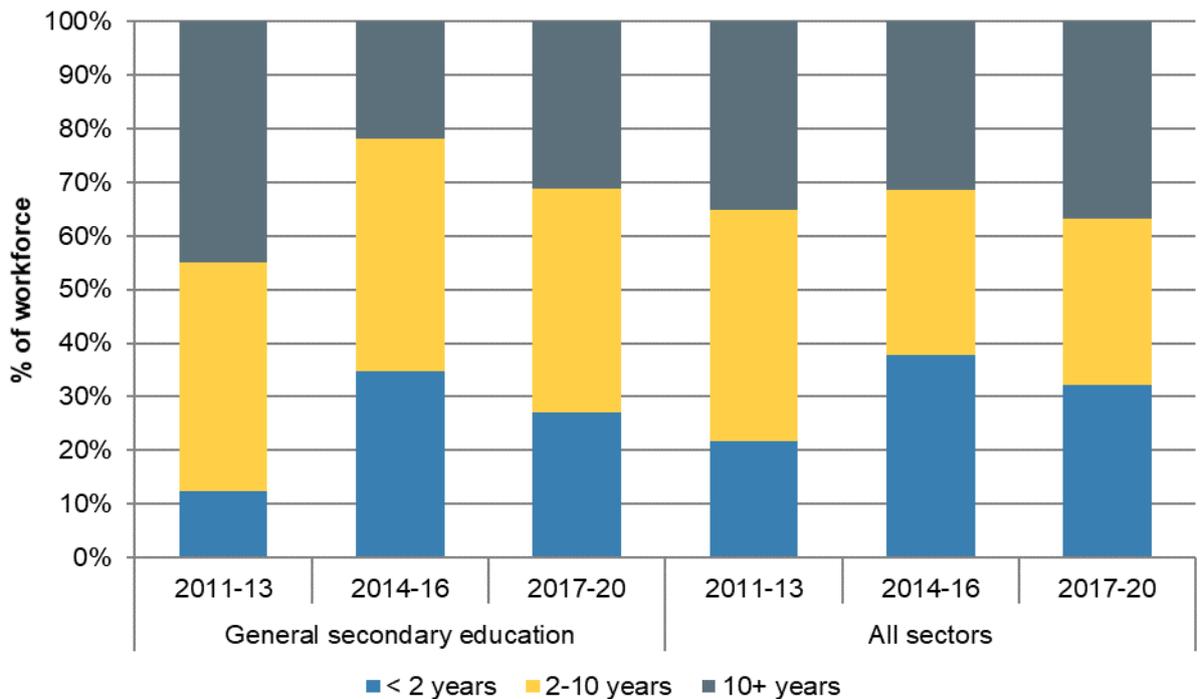
The average length of service became shorter in secondary education between 2011-13 and 2014-16, but then increased to 2017-20, as it did across all sectors among those working as careers advisers. In 2011-13, the average length of service in secondary education was considerably longer than the all sector average for careers advisers (45% had 10 or more years of service, compared with 35% across all sectors), but in 2017-20 the difference was much smaller.

Figure A.8: Profile of careers advisers by length of service, England, 2011-20



Source: Labour Force Survey 2011-20, unweighted data

Figure A.9: Profile of secondary school careers advisers by length service over time, England

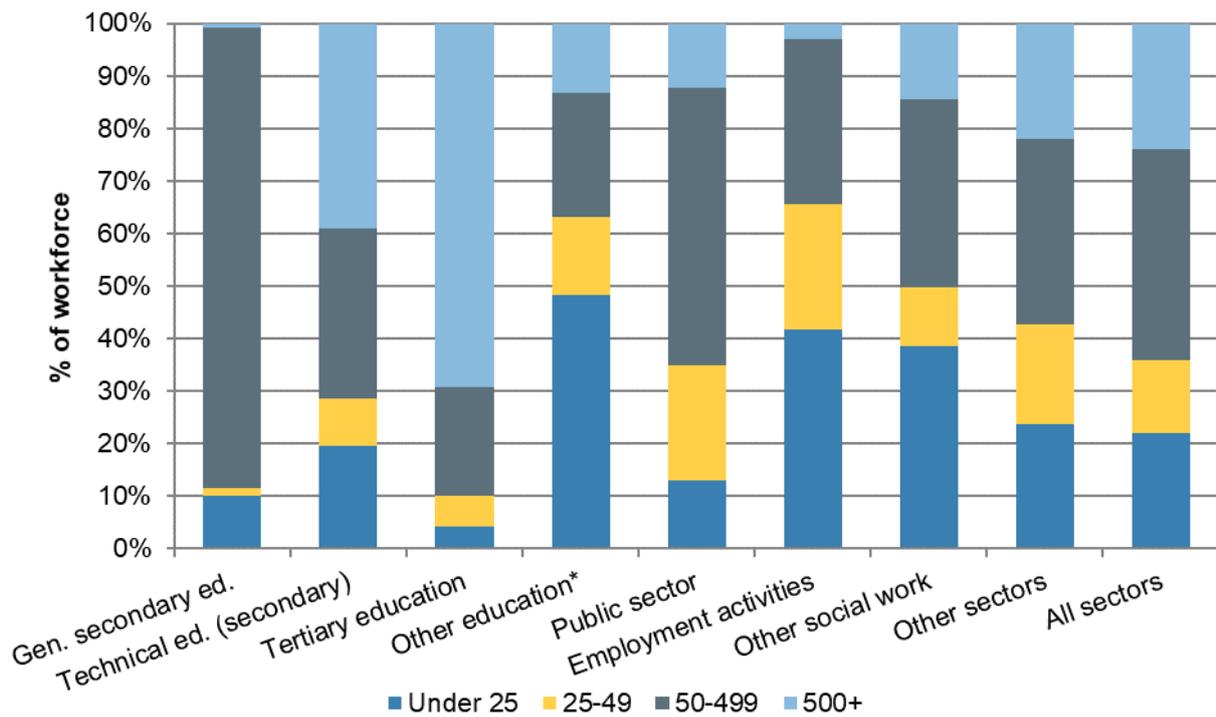


Source: Labour Force Survey 2011-20, unweighted data

Size of employer

Nearly nine out of ten careers advisers in secondary schools (88%) worked in schools that had between 50 and 499 employees, reflecting the composition of the secondary education sector. Those in technical education and HE were most likely to work in the largest organisations, with 500 or more employees (40% and 70% respectively), while those in other education and in employment activities were most likely to work in the smallest organisations. These patterns were very stable over time.

Figure A.10: Profile of careers advisers by size of employer, England, 2011-20

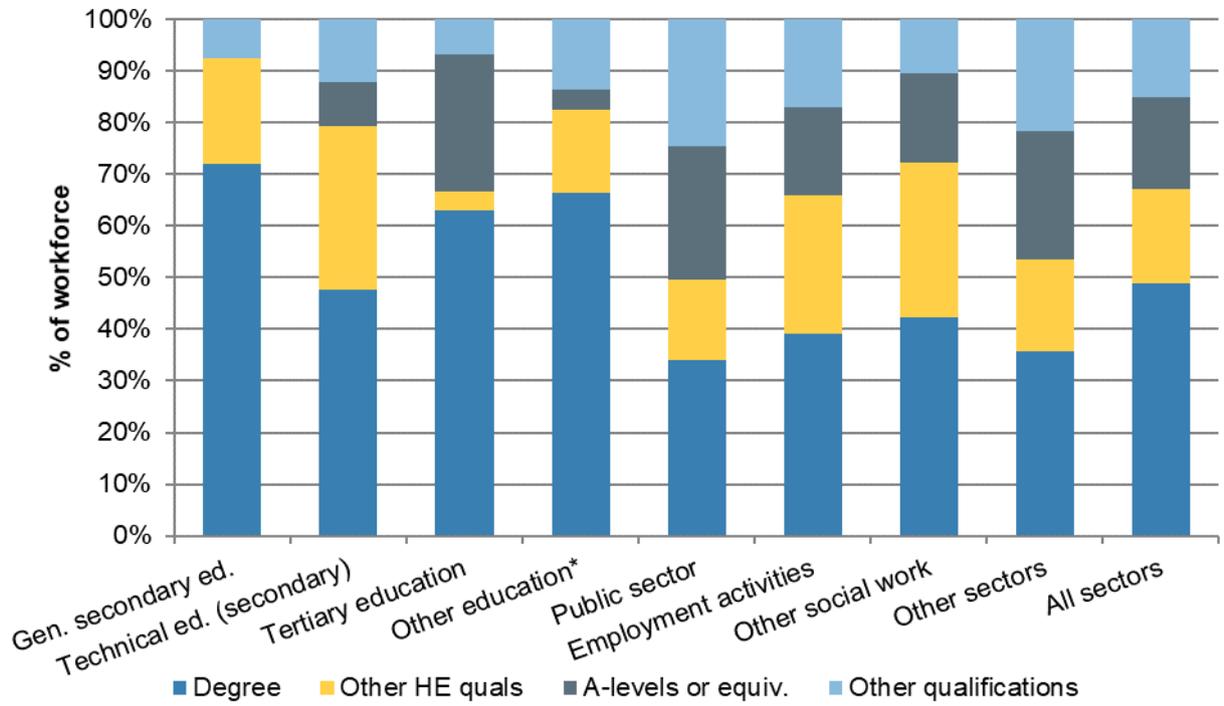


Source: Labour Force Survey 2011-20, unweighted data

Qualifications

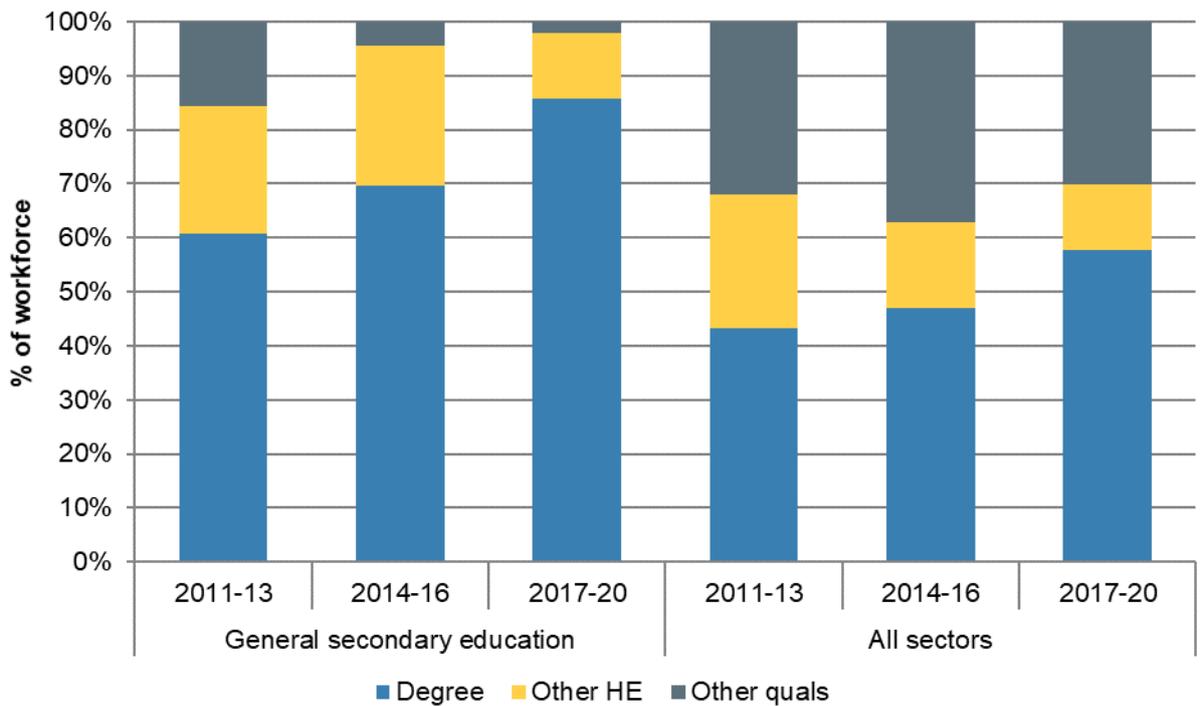
Careers advisers in secondary schools are very highly qualified, with more than nine out of ten (92%) having HE level qualifications, either a first degree or postgraduate qualifications (72%) or other HE qualifications below degree level (21%). However, it is important to note that these qualifications may not be in careers guidance. Across all sectors, just under half of all careers advisers (49%) had degrees (undergraduate or postgraduate), and 18% had HE qualifications below degree level. Careers advisers in secondary schools were the most qualified on average, while those in the public sector were the least qualified, with only half having HE level qualifications. Advisers in technical education were slightly less likely than average to have degrees or equivalent, but were much more likely than average to have higher education qualifications below first degree level.

Figure A.11: Profile of careers advisers by highest qualification, England, 2011-20



Source: Labour Force Survey 2011-20, unweighted data

Figure A.12: Profile of secondary school careers advisers by qualification over time, England



Source: Labour Force Survey 2011-20, unweighted data

The average qualification levels of careers advisers have been increasing over time, in the secondary education sector and across all sectors. In 2011-13, 85% of LFS respondents reported as careers advisers had HE qualifications, and by 2017-20 this had increased to 98%. Across all sectors, 43% of careers advisers in 2011-13 had first degrees or postgraduate degrees, and this increased to 58% in 2017-20.

